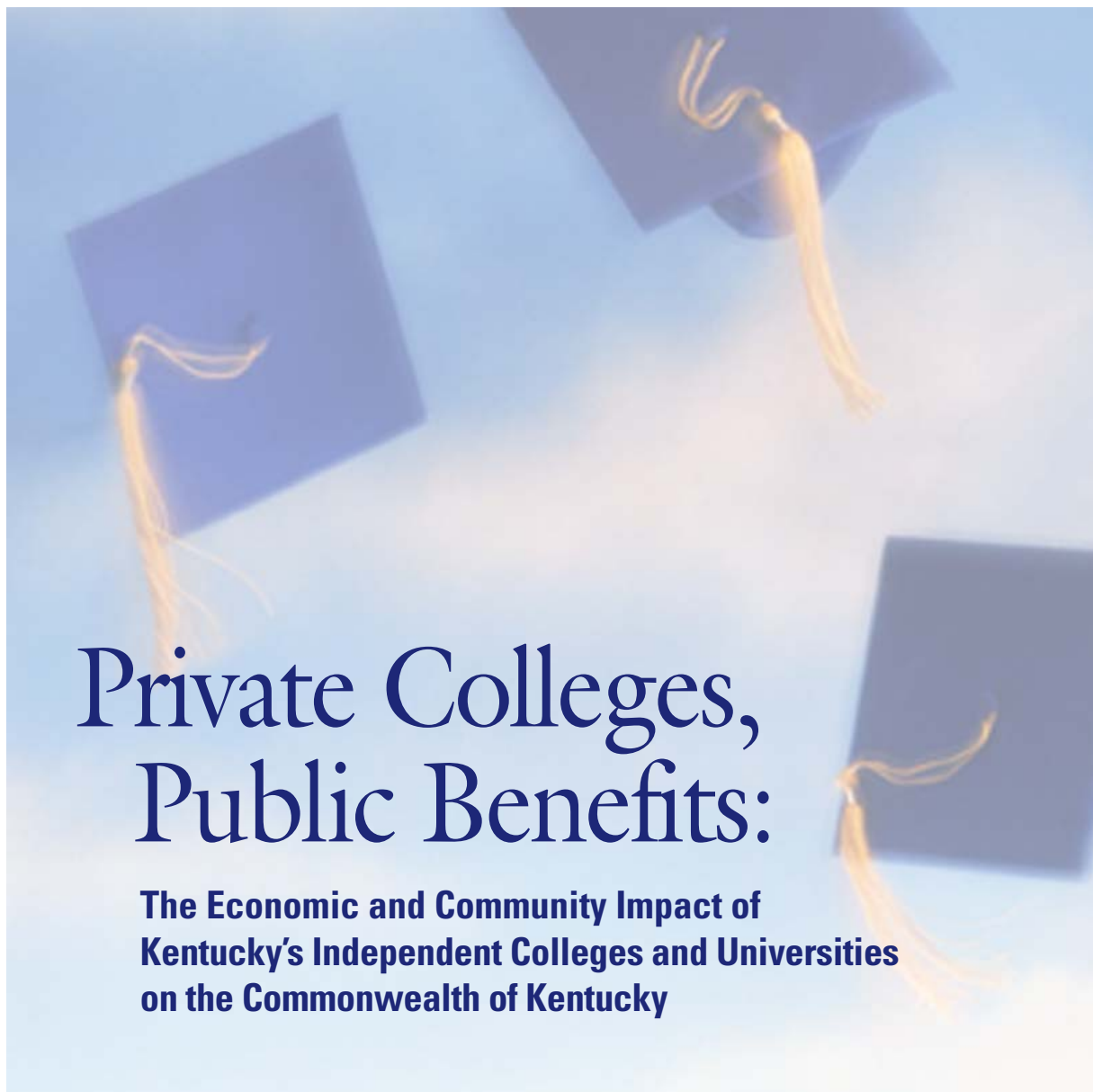


# The Association of Independent Kentucky Colleges and Universities



## Private Colleges, Public Benefits:

**The Economic and Community Impact of  
Kentucky's Independent Colleges and Universities  
on the Commonwealth of Kentucky**



**Human Capital Research Corporation • Evanston, Illinois**

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**The Association of Independent  
Kentucky Colleges and Universities**

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## Executive Summary

Kentucky is home to twenty nonprofit, independent colleges and universities located throughout the Commonwealth, from Mayfield to Pikeville and in small towns and metropolitan areas in between. Nineteen of these twenty colleges and universities that make up the Association of Independent Kentucky Colleges and Universities are represented in this study (the twentieth, Mid-Continent University, became a member of the Association as the study was in its final stages). All of these institutions have deep ties to their local communities. They share a common commitment to providing students with high quality education and personal attention that maximizes students' chances for academic success.

With more than 30,000 students and staff, these independent colleges and universities directly impact the lives of thousands of Kentuckians on a daily basis. They produce thousands of graduates each year, and there exists a large body of research to substantiate the social and economic returns a college education provides for these individuals. Yet these campuses do much more than produce well-educated leaders for the workforce – they have far reaching effects on Kentucky's economy, communities, people, and future growth and prosperity.

This study focuses on the economic and social benefits these institutions bring to their communities and to the Commonwealth that make them great assets as Kentucky looks towards the future and a better, more prosperous Kentucky. We hope that this document is only the beginning of a continued discussion of the essential role that education, and independent higher education in particular, plays in Kentucky's future.

### Understanding the Imperative: Higher Education and the Kentucky Labor Market

- Kentucky residents continue to lag behind most of the country in their level of educational attainment: For adults over the age of 25, approximately 17 percent have a bachelor's degree or higher compared with 24 percent nationally;
- Since 2001, Kentucky has not kept pace with the rate of employment growth nationally. Nonetheless, Kentucky's patterns of employment demand continue to mirror that of the nation, with significantly lower rates of unemployment and significantly higher earnings for those with higher levels of attainment;
- Kentucky's relatively low level of education attainment has implications for its interaction with the national economy and surrounding states in ways that may ultimately inhibit future growth. At a national level, lower levels of attainment make it less likely that the Commonwealth will be able to leverage or take advantage of growth associated with more advanced sectors in other parts of the country through trade and/or affiliate relationships. At the same time, the more robust economies of Kentucky's neighbors including Virginia, Illinois, Missouri, Ohio, and Indiana, have the



*continued*

Given Kentucky's comparatively modest financial commitment to independent higher education, the educational, economic and social benefits provided by the sector represent an extraordinary value and favorable return on investment.

potential to siphon Kentucky's "homegrown" talent given a wider range of economic opportunities and offerings;

- Kentucky's most recent labor market projections imply that the greatest demand for future employment will be in occupations requiring comparatively lower levels of education attainment. While such projections are largely determined by the current economic base, they are by no means destiny. Fundamentally, Kentucky's economic future can and will be shaped by the talents and capabilities of its own citizenry. Absent a sustained investment and capacity to innovate at both the K-12 and Postsecondary level, Kentucky is likely to witness the self-fulfilling prophecy of its most recent labor market projections and ultimately remain a low-wage low skill economy;
- In order to reach economic parity with the nation at large, which is instrumental to raising the standard of living for all Kentuckians, the Commonwealth will effectively need to double the number of Baccalaureate recipients by 2020. In turn, to meet this extraordinary investment challenge, Kentucky must approach its investments in education with great prudence and innovation. Because innovation is not without risk, the state would greatly benefit from a series of performance criteria and specific measures to help assess its return on investment and guide the allocation of scarce public capital to its most productive use.

#### Towards an Understanding of the Societal Benefits of Independent Higher Education

- The social and economic benefits rendered by Kentucky's independent colleges and universities are multifaceted, substantial and serve virtually all segments of the Commonwealth's economy and its citizenry. Given Kentucky's comparatively modest financial commitment to independent higher education, the educational, economic and social benefits provided by the sector represent an extraordinary value and favorable return on investment;
- Apart from the educational benefits that accrue directly to students through greater levels of attainment, Kentucky's independent colleges and universities contribute to community quality of life on two important levels: (1) through Economic Development, which includes business support services, strategic partnerships, and product and service innovations; and (2) through Human Development, which includes the delivery of social services rendered through a wide variety of institutional facilities, service programs, and community level initiatives;
- Kentucky's twenty independent colleges and universities make available to the public a large number of facilities at no cost to the Commonwealth. In fiscal 2003, the replacement value of the sector's education facilities including buildings and equipment exceeded \$1.1 billion. Overall, the gross assets of the sector including endowment resources exceeded \$2.88 billion. Many resources are offered at no cost or at a cost subsidized by the institutions themselves. Among the facilities rendered to the public for a nominal fee or at no charge are theaters, athletic centers or athletic facilities, museums and galleries, healthcare clinics, conference centers, technology labs, and television and radio stations. Campus libraries almost universally provide free access to books, journals, government documents, and archives, as well as public Internet access and a rich array of community programs including lecture series, luncheon series, and speaker programs;
- Faculty, staff, and students of Kentucky's independent colleges volunteer a considerable amount of their time and resources to addressing state and local needs. Under the Federal Work Study Community Service, Family Literacy and Mathematics Tutor programs, nearly 1,000 students from the independent sector provided more than 250,000 hours of service in Fiscal 2004. Other examples of community involvement include daycare services for young children, assisting local business and civic organizations in developing strategies for replacing lost jobs, and free tax consultation to citizens unable to afford professional services;
- Programs developed in partnership with the K-12 school system provide college students with opportunities to teach, tutor, and mentor students

with varying learning abilities. Additionally, faculty provide professional development to teachers through training and instruction in various disciplines including the sciences, as well as by assisting in the development of curricula used in schools.

### Defining Economic Impact and the Direct and Indirect Effects of the Independent Sector

- Kentucky's independent colleges and universities generate considerable economic growth through the day-to-day business transactions necessary to bring their services to market; these transactions, in turn, create demand for other goods and services that ultimately engage every sector of the state's economy;
- Collectively, Kentucky's independent colleges and universities generate a level of economic activity that places the sector among the largest employers and contributors to the state's overall economy. Taken together, the independent sector would rank eleventh in employment, and eighteenth in revenues among the Commonwealth's 25 largest publicly held corporations.
- **Impact of Direct Institutional Expenditures on the Kentucky Economy**

In 2003, Kentucky's independent higher education sector generated \$705 million in total in-state economic activity, including \$375 million in direct spending by the institutions for operating expenditures, students, and campus visitors and an additional \$330 million in indirect/induced spending in other sectors of the economy;

Collectively, the sector created 8,629 total jobs in the state including 4,275 full-time equivalent employees at the institutions, and 4,354 jobs created in other industry sectors of the state economy;

In terms of indirect effect, each dollar invested in Kentucky's independent sector in 2003 resulted in \$1.88 in total economic output for the state. Similarly, each job in the sector generated directly and indirectly 1.98 jobs statewide. Since Fiscal 1993, the sector has added more than 1,000 additional jobs to its employment base including 694 full-time and 313 part-time positions.

- **Impact of Capital Expenditures on the Kentucky Economy**

As a result of its on-going investment in higher education facilities and infrastructure, Kentucky's independent colleges generated \$780 million in total economic activity, including \$366 million in direct capital expenditures by the institutions and \$414 million in indirect/induced spending in other sectors of the economy;

In all, 3,733 total jobs were created in Kentucky as a result of economic activity generated by the institution's capital expenditures—apart from the 8,629 jobs created as a result of delivering higher education services.

- **Impact of Independent Sector Alumni on State Tax Revenue**

In aggregate, \$4 billion in annual earning was generated statewide by the 95,805 actively employed independent sector alumni who currently reside in Kentucky;

In aggregate, independent sector alumni residents annually generate \$416 million in state tax revenue and \$543 million in federal tax revenue—that's more than a tenfold return on the State's current financial aid outlay to the sector;

Overall, independent sector alumni annually spend more than \$3.1 billion dollars, generating \$5.9 billion in total economic output resulting in an additional 31,500 jobs in the Commonwealth.

- **Cost-Benefit of the Independent Higher Education Sector to the Commonwealth**

Less than 4 percent of state postsecondary appropriations are allocated to independent college and university students in the form of financial aid, yet these institutions produced 22 percent of the state's bachelor's degrees in 2004;

Independent institutions produce bachelor's degree graduates in many of the fields critical to the future competitiveness of business and industry in Kentucky, awarding in 2004 approximately 35 percent of economics degrees, 34 percent of biology and biological science degrees, 33 percent of mathematics degrees, and 23 percent of computer science degrees conferred in the state.

**In aggregate, \$4 billion in annual earning was generated statewide by the 95,805 actively employed independent sector alumni who currently reside in Kentucky.**





### Self-Fulfilling Prophecies and Realization of a 2020 Vision for the Commonwealth

It is clearly in the public interest to help ensure the highest possible level of capacity utilization in the independent sector as a key instrument of economic growth.

The economic and social well-being of the Commonwealth is fundamentally linked to the state's ability to relentlessly expand its citizens' levels of educational attainment. To the extent that Kentucky can raise the levels of education attainment, the state will likely realize a stronger competitive position in both domestic and global markets, along with higher rates of employment growth, greater economic stability and higher levels of compensation, which in turn, contribute to a stronger tax base, an enriched social environment and an enhanced capacity to invest for the future.

Higher education affects the ongoing building of wealth not only for the individual but also for his or her children—setting in motion a cycle of investment with the potential to substantially alter Kentucky's current economic trajectory over the course of a single generation. When considered in intergenerational terms, the social returns on investment in education become immeasurable.

As the Commonwealth seeks to address the educational needs of its residents and meet the competitive economic challenges of the next decade and beyond, it is imperative that Kentucky develop new strategies to more effectively utilize and leverage the resources of its higher education enterprise as a whole. Kentucky's independent sector, which is an integral part of that system, is particularly well poised to help meet this critical need.

From a public investment standpoint, Kentucky's independent sector offers the state an effective vehicle

for providing educational services at the least possible cost to the taxpayer. Based on the Fiscal 2003 institutional operating budgets, each dollar in state support was matched directly by more than ten dollars in institutional, private, federal and family support. When capital and outside ancillary expenditures are considered, the leverage on State capital is even larger. Coupled with a comparatively high level of degree productivity, a capacity to absorb additional students across a wide range of program offerings, and a strong commitment to render services to their host and surrounding communities, it is clearly in the public interest to help ensure the highest possible level of capacity utilization in the independent sector as a key instrument of economic growth.

Through a comprehensive and well coordinated human capital investment strategy, Kentucky can not only accelerate its growth in employment and earnings, but fundamentally alter its economic course—at once affirming and preserving the Commonwealth's unique character and high quality of life while enhancing its technical capacity to meet the economic challenges of the century that is now before us.

To fulfill this vision, the Commonwealth faces two fundamental challenges: one of learning engagement (that is, helping to ensure that the state's lesser educated and lower wage workers have sufficient understanding of the profound importance of skill development, and the opportunity to actively participate in the education enterprise); and second, one of investment—to ensure that Kentucky's education enterprise is sufficiently capitalized to meet the educational needs of the state as effectively and efficiently as possible.

## Understanding Higher Education from 30,000 Feet

While there is a large body of research to substantiate the social and economic returns to a college education, most of this work has focused on individual returns rather than the effects of education on society at large. While the findings of such research are compelling in their conclusions, and almost universally accepted, far less is understood about the cumulative or collective impact of the higher education enterprise on the economy at large.

In large part, this study seeks to elaborate on the returns of higher education with an eye towards its collective and cumulative contributions. More specifically, it focuses on the role of Kentucky's independent colleges and universities as an underlying driver of economic growth and social well-being, ultimately with the intention to help clarify and strengthen the linkages between postsecondary education and the processes of economic development.

By taking a step back to examine higher education's collective contributions, we arrive at a very different calculus that ultimately suggests a significantly greater social return than can be seen by examining production costs and degree outputs alone. Absent this broader and richer perspective, it is our concern that the Commonwealth may fail to invest adequately in this enterprise, and consequently fail to realize the ambitious vision and agenda as outlined in the Commonwealth's 2020 Vision: *A Strategic Agenda*

*for Kentucky's System of Postsecondary Education:*

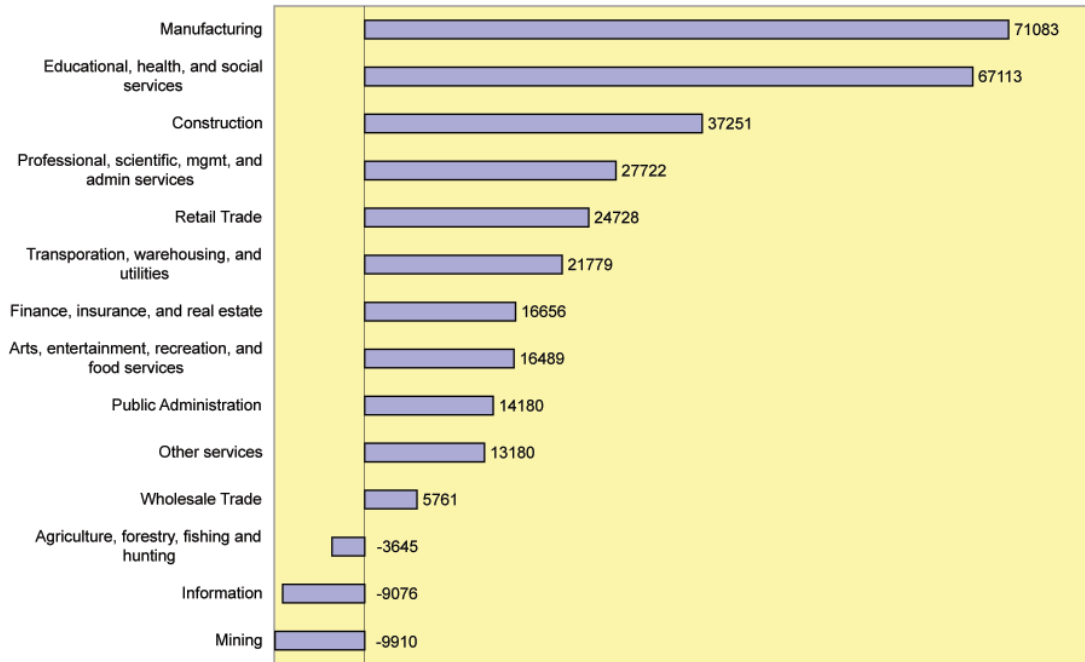
- Educated citizens who want advanced knowledge and skills and know how to acquire them; and who are good parents, good citizens, and economically self-sufficient workers.
- Globally competitive businesses and industries respected for their highly knowledgeable employees and the technological sophistication of their products and services.
- Vibrant communities offering a standard of living unsurpassed by those in other states and nations.
- Scholars and practitioners who are among the best in the world, dedicated to creating new ideas, technologies, and knowledge.
- An integrated system of elementary and secondary schools and providers of postsecondary education, committed to meeting the needs of students and the Commonwealth, and acclaimed for excellence, innovation, collaboration, and responsiveness.

In light of the enormous competing demands for public support, achieving Kentucky's vision for a highly educated populace will require a more complete understanding of the role of the independent sector in Kentucky, and armed with that understanding a more thorough exploration of policies aimed at greater collaboration between the independent colleges and universities and a very broad constituency.

## The Kentucky Economy and Higher Education Attainment

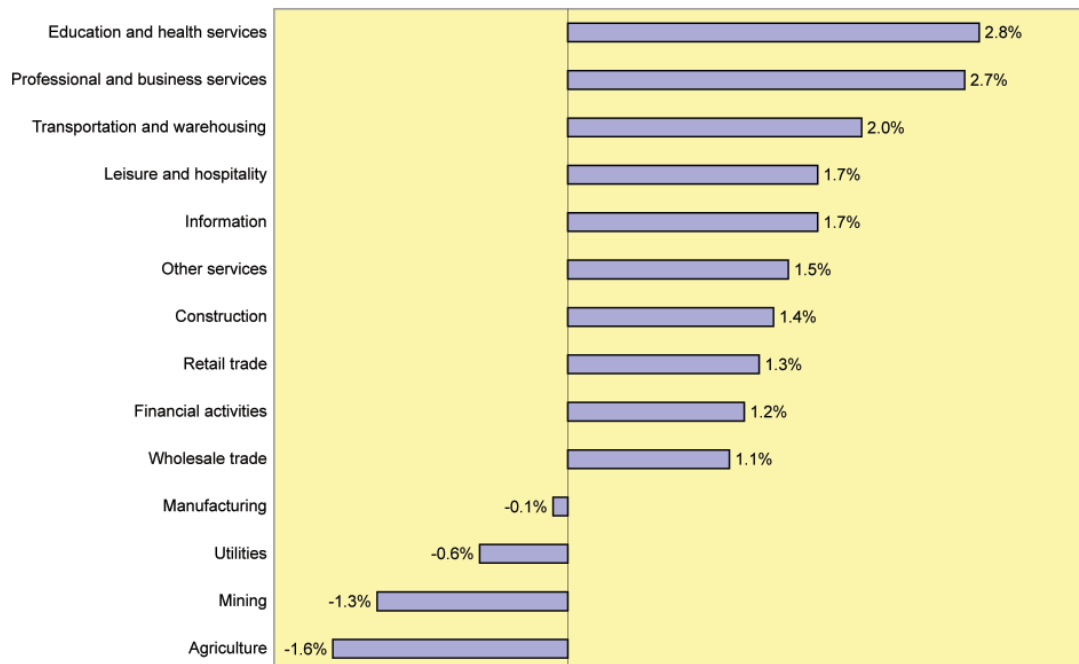
Projections of industry growth indicate that Kentucky will likely outpace national rates of growth in slow and fast growing industrial sectors alike. Manufacturing in the Commonwealth, for example, is expected to increase over the next decade by 6.5 percent compared with a 0.1 percent decline nationally, while services are expected to increase by as much as three to seven times national rates of growth (Kentucky Employment, 2005).

**Kentucky Net Job Change by Industry 1989-1999**



Source: 1990 and 2000 U.S. Census

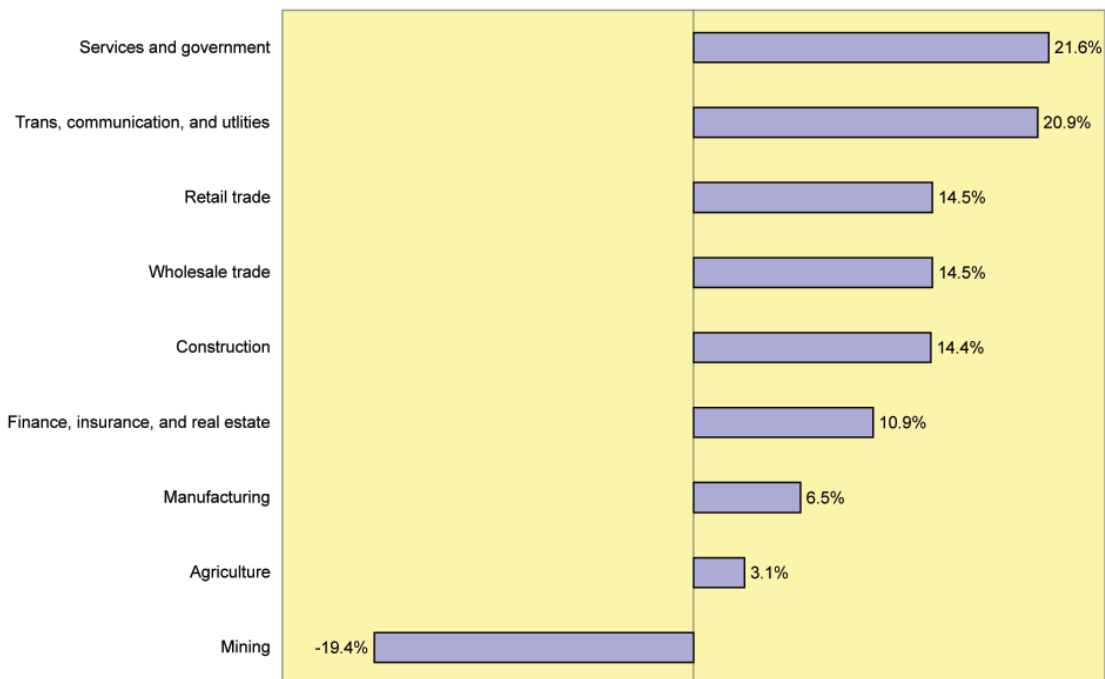
**National Industry Growth Projections 2002-2012**



Source: U.S. Bureau of Labor Statistics



## Kentucky Industry Projections 2000-2010



Source: Kentucky Department of Labor

As Kentucky's economic base seems poised to capture share from the U.S. economy as a whole, the Commonwealth over the last seven years has apparently realized significant gains in education attainment (Kentucky's Postsecondary System Launches 5-Year Plan, 2005). While these gains are laudable and crucial to realizing the projections referenced above, the Commonwealth continues to lag behind most of the country in the rate of educational attainment of its citizens. For adults over the age of 25, who demonstrate the largest contribution to the labor force, approximately 17 percent have a bachelor's degree or higher compared with 24 percent nationally (State and County QuickFacts: Kentucky).

Kentucky's unique industrial makeup affects the opportunities afforded to its working citizens. Conversely, its citizens' educational attainment influences the growth of existing or new sectors of the economy. This symbiotic relationship between the

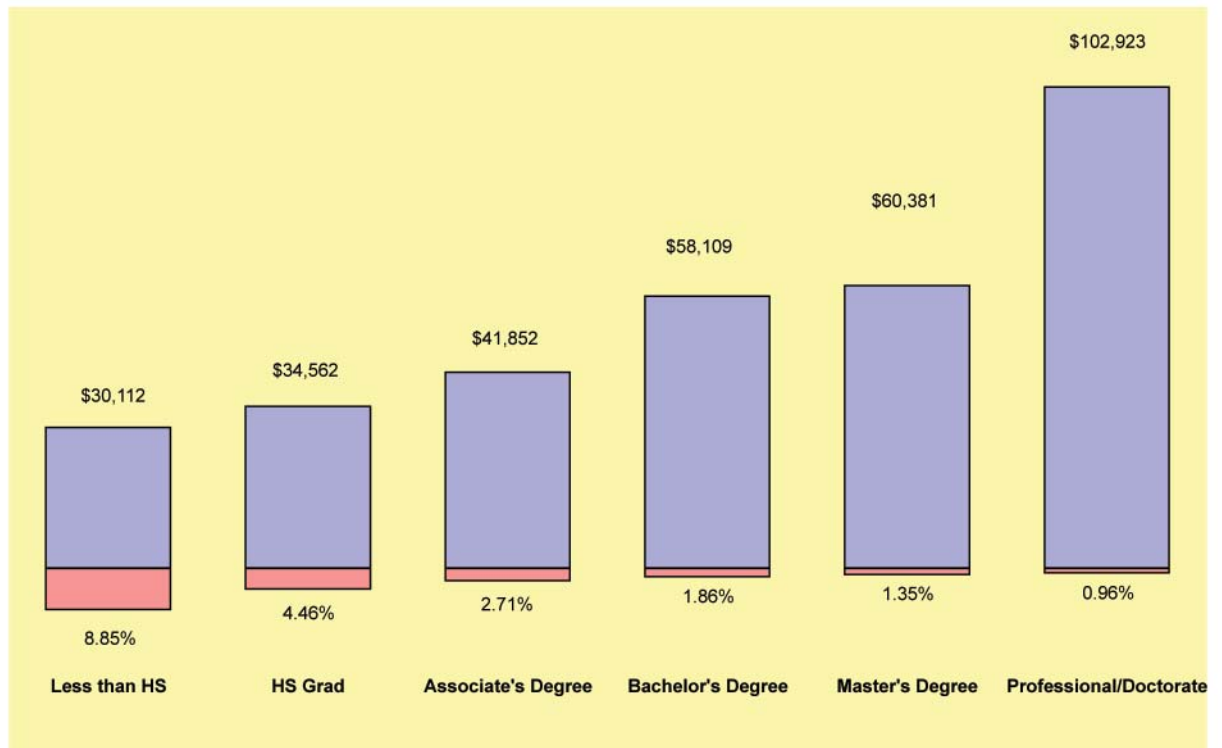
people and economy demonstrates the need for Kentucky to increase its investment in human capital and to ensure that the rate of education attainment continues to rise.

Indeed, there is nothing preordained in the Commonwealth's most recent labor market projections—and to the extent that Kentucky can accelerate the attainment rates of its populace, it will likely realize gains in industry above and beyond current projections. Left unattended, employment projections may be little more than a self-fulfilling prophecy. Alternatively, to the extent that Kentucky can continue to expand its levels of attainment, the Commonwealth is likely to realize a stronger competitive position than is otherwise implicit in these projections and along with it higher rates of growth, greater economic stability and higher levels of compensation, which in turn, contribute to a stronger tax base, an enriched social environment and an enhanced capacity to invest for the future.

## Benefits to the Individual as Benefits to Community

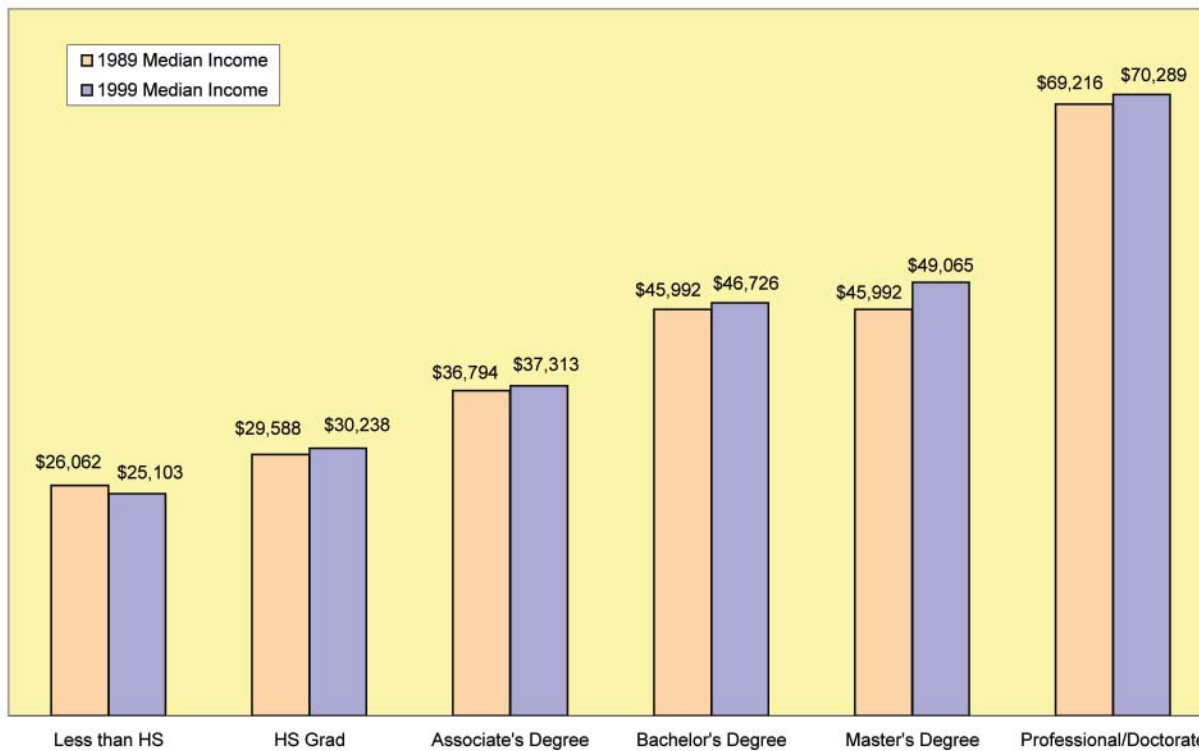
Since 2001, Kentucky has experienced less than typical employment gains and has not kept up with nationwide employment growth (Kentucky Employment, 2005). Nonetheless, its employment trends are consistent with national trends: lower unemployment and higher income correlate with increased higher education attainment. Not only are individuals with less than a high school education most likely to be unemployed, they are also earning less income than in previous years.

**Kentucky Earnings and Unemployment By Educational Attainment**



Source: 2000 U.S. Census

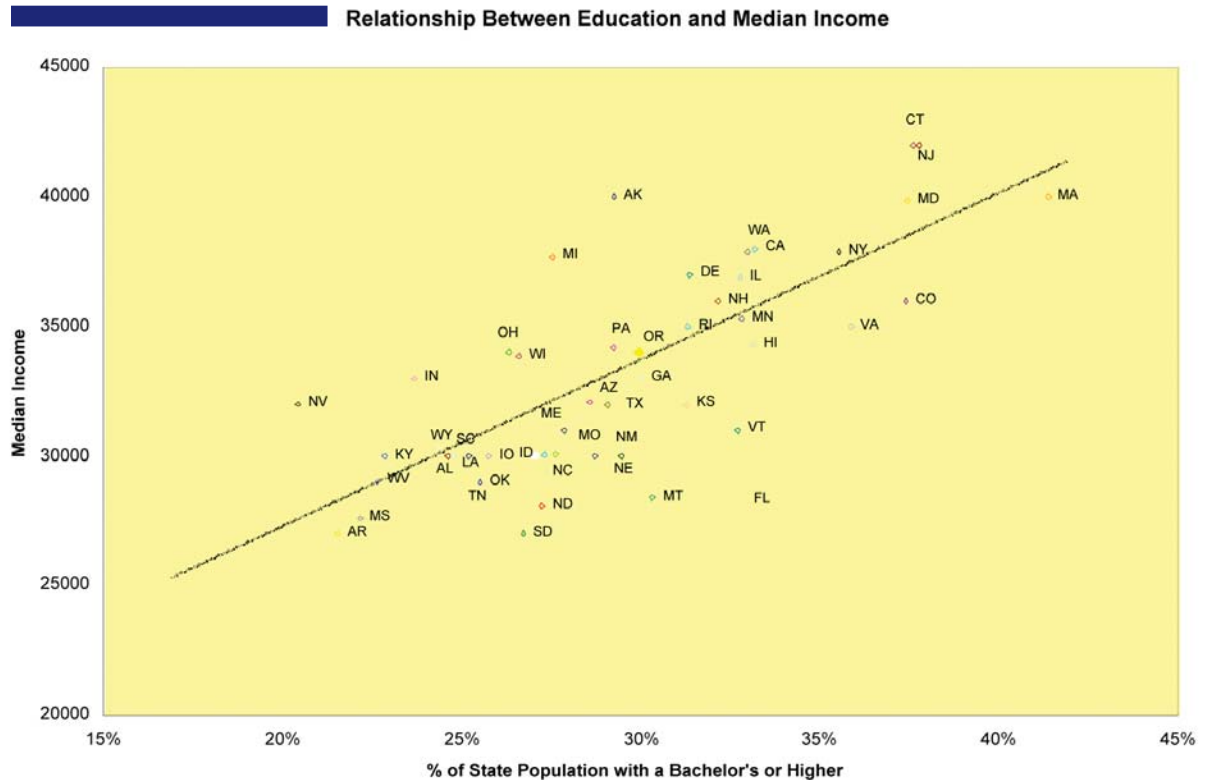
In contrast, over the past decade, the greatest increases in income in Kentucky were garnered by individuals holding a master's degree. An individual in that group enjoyed a 6.7 percent increase in median income. In 2004 dollars, this increase translated to \$18,827 more in median income for an individual with a master's degree than for a high school graduate. Individuals with bachelor's degrees, meanwhile, earn \$16,488 more a year than high school graduates.

**Kentucky Change in Median Income 1989-1999 (in 2004 CPI adjusted dollars)**

*Source: 1990 and 2000 U.S. Census*

This correlation between higher education attainment and increased earnings is perhaps nowhere more evident than in a comparison of Kentucky with other states. Kentucky's median income is lower than that of all but a dozen states and aligns with the relatively low rate of education attainment at the bachelor's degree level or higher.

Because the effects of attainment are very much intergenerational, low attainment states such as Kentucky are at risk of lagging even further over the course of the next twenty years.

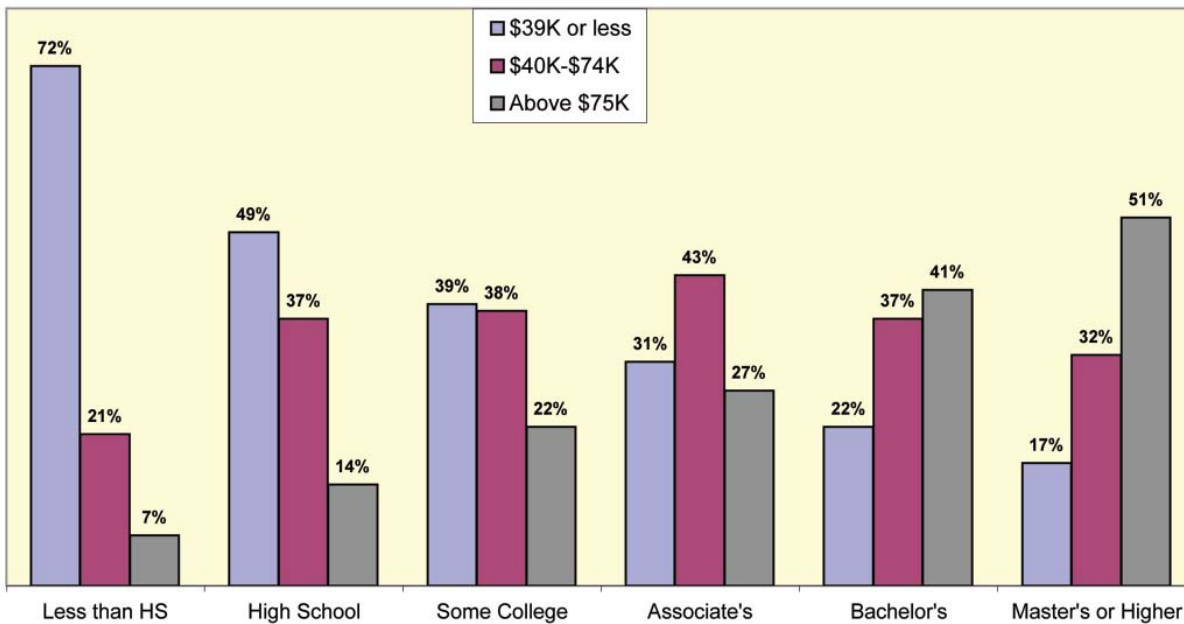


Source: 2000 U.S. Census

While the low median income in the state might be attributed to any number of factors, the overall correlation between median family incomes and baccalaureate attainment rates is striking. Because the effects of attainment are very much intergenerational, low attainment states such as Kentucky are at risk of lagging even further over the course of the next twenty years.

The correlation between income and educational attainment is a high predictor of socioeconomic status. In 72 percent of households where member(s) have less than a high school education, total annual household income does not exceed \$39,000. The percentage of households earning \$39,000 or less decreases as educational attainment increases; in households with a bachelor's degree, the rate decreases to 22 percent. At the same time, households earning an income of more than \$75,000 increases from 7 percent for those with less than a high school education to 41 percent for those with a bachelor's degree.

Household Income by Educational Attainment: Pooled 2002-2004 Current Population Survey

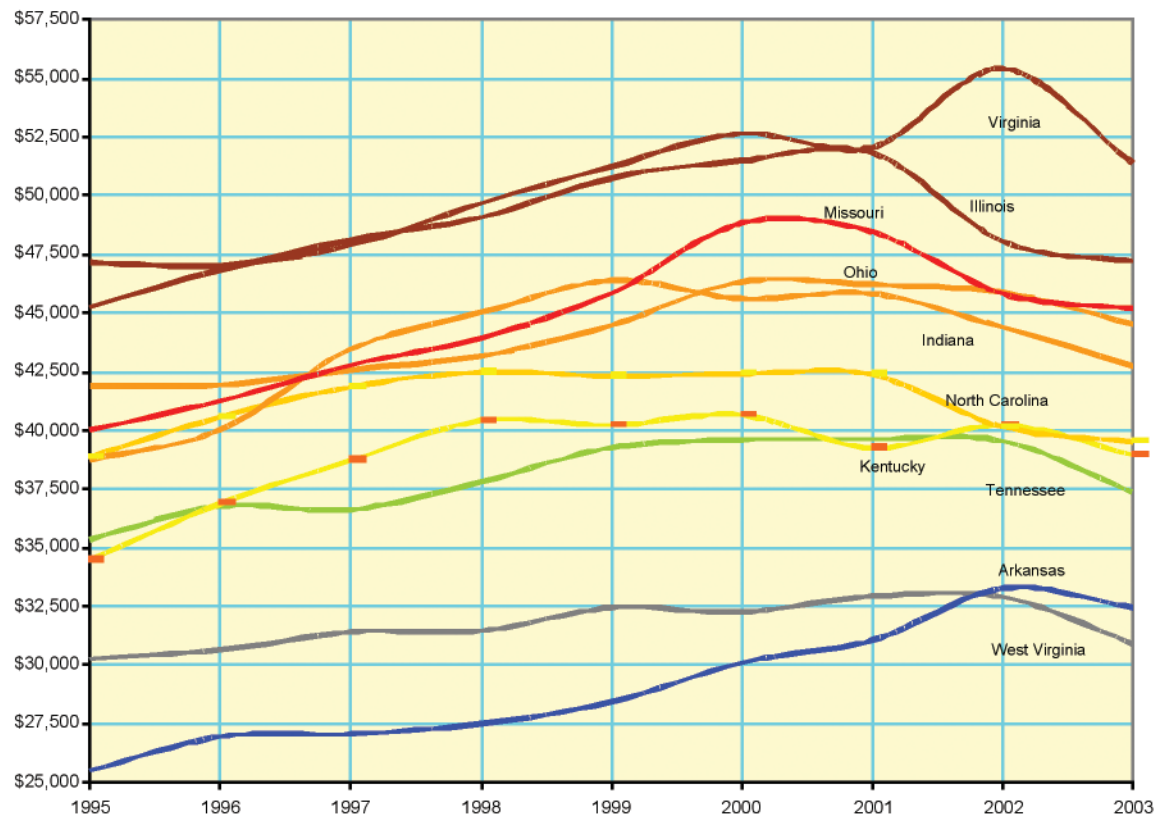


Source: 2002-2004 Current Population Survey

Individuals with higher education attainment not only gain mobility within Kentucky's industry sectors but also shape a state economy that is hospitable to a well-educated national labor force. Conversely, the relatively low state rate of educational attainment and its effects on Kentucky's median income have implications for Kentucky's interaction with the rest of the nation and with respect to Kentucky's relationship with its surrounding states. Given the higher median income of Kentucky's neighbors including Virginia, Illinois, Missouri, Ohio, and Indiana, Kentucky places itself in a relatively vulnerable position with respect to appealing to a well-educated, highly qualified workforce—which is ultimately a key source of attainment growth for any economy. Virginia, Illinois, and Missouri in particular are home to a relatively higher number of individuals with bachelor's degrees than is Kentucky. If migration patterns follow income levels and the potential growth of high-paying jobs that require higher education, then Kentucky must begin to respond to the opportunities being created in adjacent states by investing in its citizens' development of skills and attainment of education. Conversely, to the extent that Kentucky positions itself as a low-cost - low wage economy, it will likely attract individuals with lower levels of attainment, even as it becomes something akin to an "off-shore" destination for industrial relocation.



**Median Household Income in 2004 CPI Adjusted Dollars KY and Surrounding States—  
3-Year Moving Average Pooled Estimates**



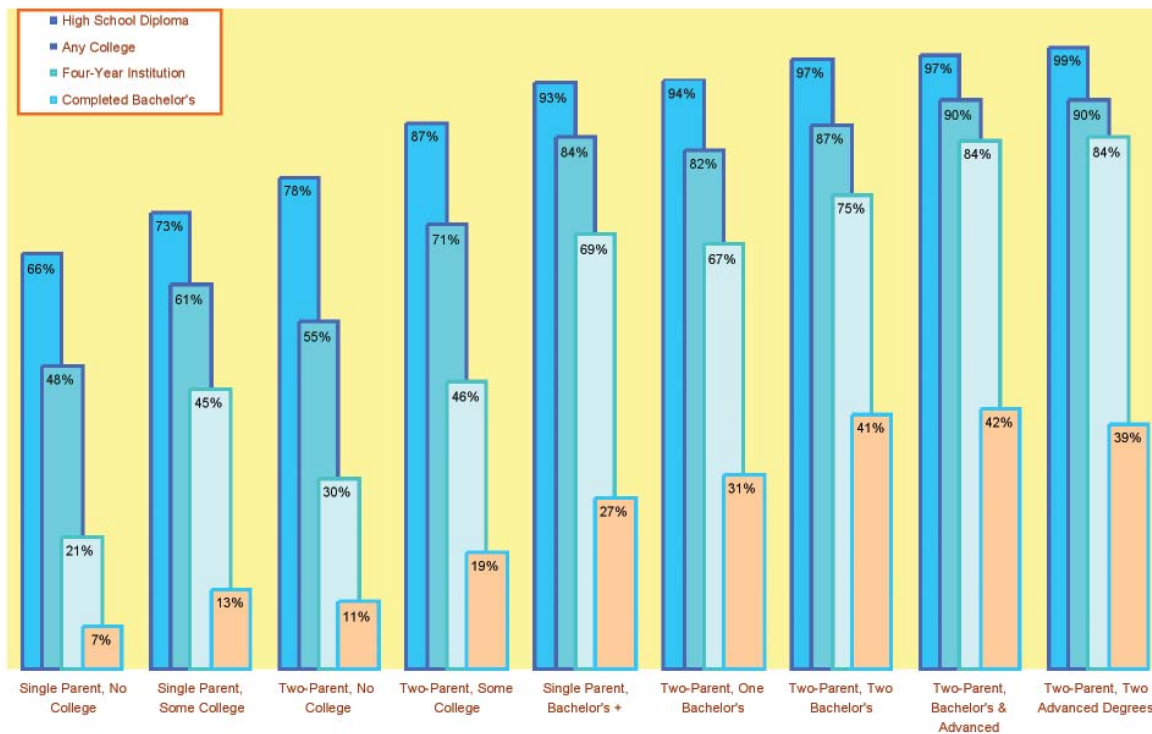
Source: 1995-2004 Current Population Survey

### Intergenerational Transfer of Wealth

Critical to the logic behind long-term investment in the Commonwealth's system of higher education is attainment's contagious effect, or the fact that higher education affects the ongoing building of wealth not only for the individual but also for his or her children. Parents with a college education, who understand the challenges of getting into and staying in college—from the application process to financial aid to opportunities for engagement on- and off-campus—encourage their children's aspirations by setting expectations for future educational attainment. Although the current burgeoning population of first-generation students (whose parents did not attend college) are said to persist at the same rate as students whose parents did attend college, they are nonetheless lagging in total degrees earned (Chen & Carroll, 2005).

By tapping into the non-traditional market of parents, the state can ensure that the traditional market—their children—will be compelled to participate and progress through the higher education system and, in turn, enjoy the economic benefits to the individual. Almost all children (99 percent) in a two-parent household in which both parents hold advanced degrees will graduate from high school, and 39 percent of them will complete their bachelor's degrees. For a two-parent family in which neither parent has gone to college, the rate for completion of a bachelor's degree is only 11 percent.

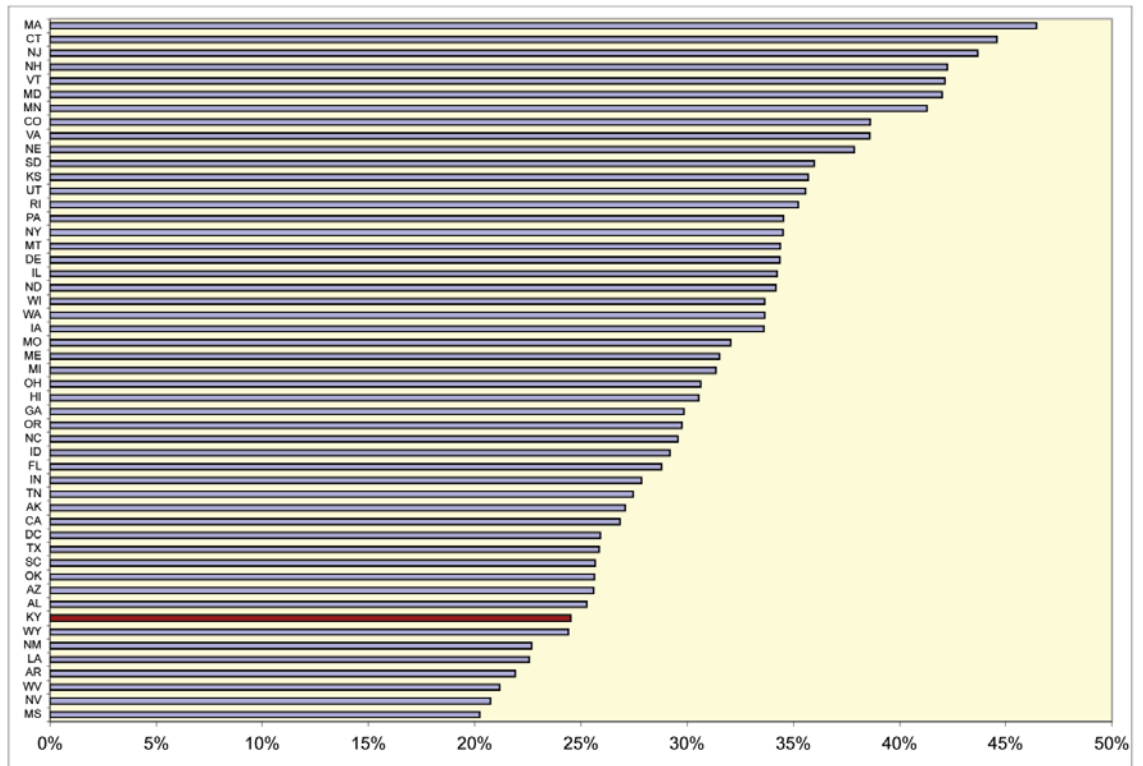
**Patterns of College Participation by Parent Education Attainment and Marital Status**



Source: National Center for Education Statistics - National Education Longitudinal Study of 1988

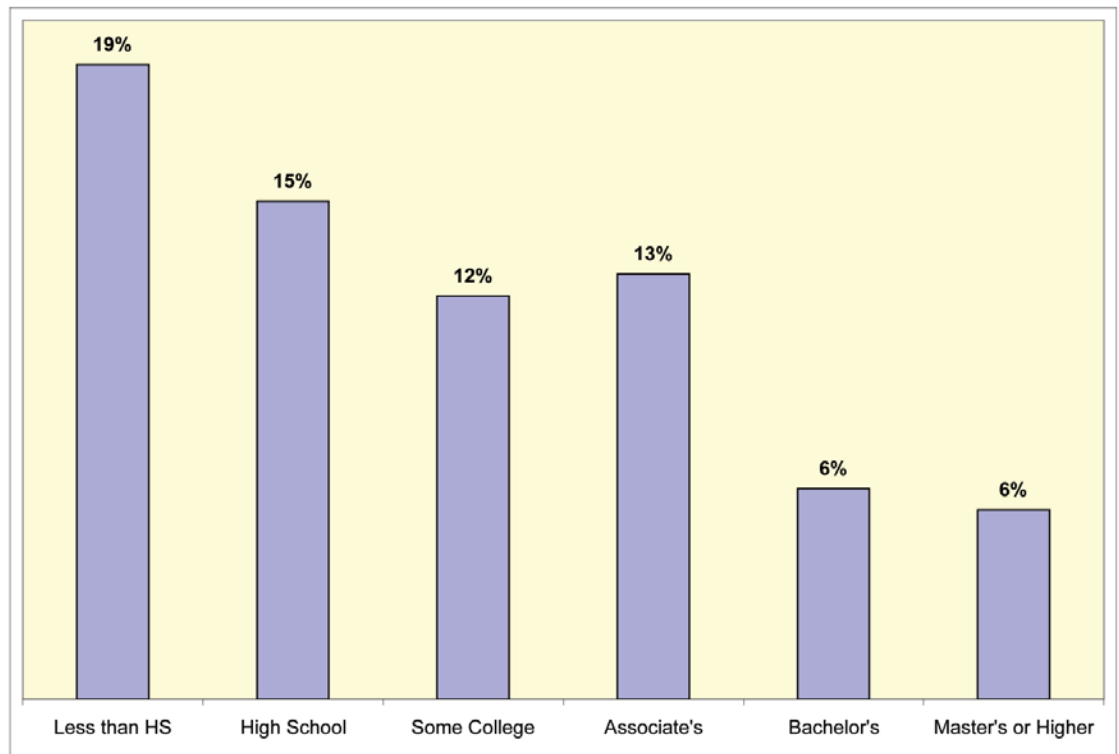
At this time, Kentucky ranks 43rd in the nation in terms of the percent of children (6 or under) with parental baccalaureate or higher attainment. This disparity in attainment represents an outcome set in motion decades earlier that manifests itself in differences in a parent's likelihood of reading to their child, in access to cultural resources, or in meaningful youth employment opportunities. In other words, the transfer of cultural capital, including passing on aspirations to attend and to complete college from parent to child, will likely be a key to the social mobility of a next generation. By implication, Kentucky's challenges with respect to raising attainment may have as much to do with engaging and supporting a current generation of young parents as it does with engaging and supporting a current generation of students.

**Percent of Children 6 and Under with Parental Baccalaureate or Higher Attainment by State**



Source: 2000 U.S. Census, Public Use Microdata Sample

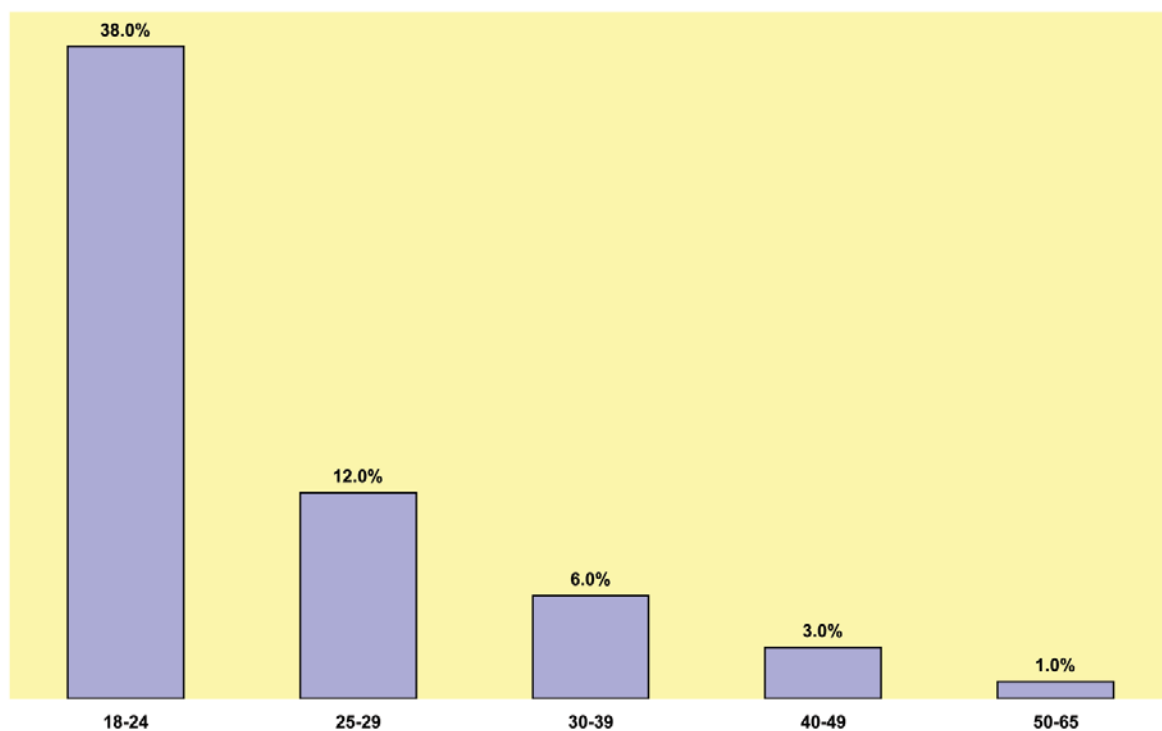
**Percent of Youth Ages 15-17 Suspended or Expelled from School by Parental Educational Attainment**



Source: 2003 Survey of Parent Family Involvement

According to the 2000 Census, 38 percent of Kentucky's high school graduates ages 18-24 were enrolled in some form of postsecondary education compared with 42.4 percent nationally. Over the next decade, as the demographic composition continues to diversify, Kentucky—as with the nation at large—will likely experience countervailing demands on its education enterprise.

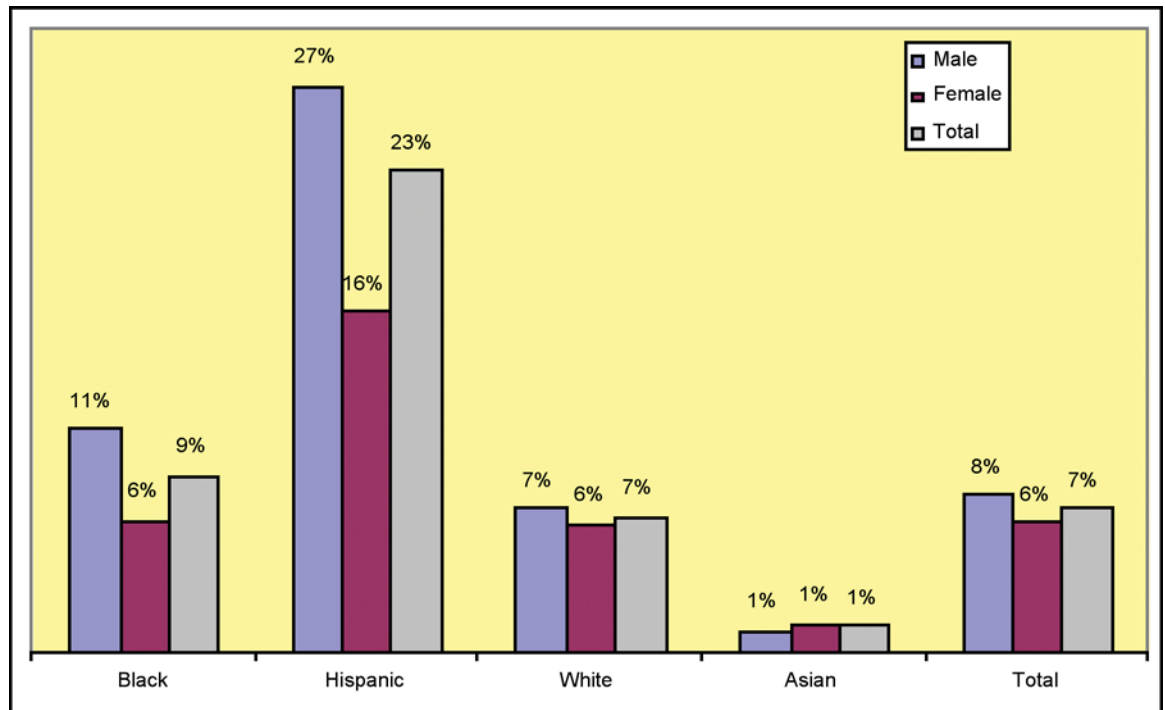
**Kentucky College Going Rates of High School Graduates by Age**



*Source: 2000 U.S. Census, Public Use Microdata Sample*

Among a next generation of prospective students, Kentucky as with the nation will experience an increase in the representation of students of color—many of whom will be the first-generation in their families to attend college. To the extent that such students conform to current national patterns of behavior, they are likely not only to have fewer family resources to help pay for college, but are also significantly more likely not to persist to graduation.

High School Drop-Out Rate by Race



Source: 2000 U.S. Census

### Lifelong Learning

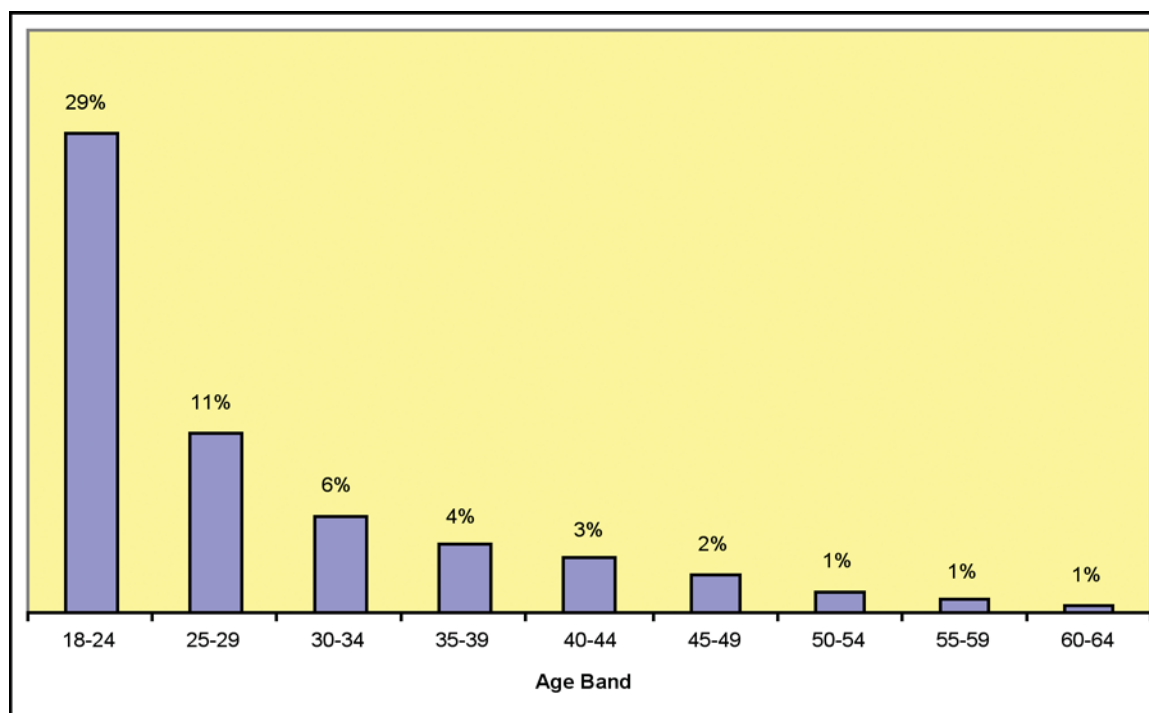
In addition to providing avenues for skill attainment and subsequent employment for traditional-aged students, postsecondary education over the past two decades has greatly expanded opportunities to increase the earning potential, social mobility, and cultural capital of non-traditional students, including adults who may have years or decades of work experience but lack any college experience.

While the *2020 Vision* indicates that “self-sufficient workers” may be produced through lifelong learning, Kentucky, along with the nation at large, has found it difficult to meet the challenge of recruiting this population of adult workers to higher education. The challenge, specifically, is the reality that if a Kentuckian has not attended college by their late twenties, the likelihood of subsequent participation decreases from 6 percent in their thirties, to 1 percent in their fifties. The chances of actually completing a degree decrease as well. Yet, these individuals—numbering over 500,000 Kentuckians—still have 15, 20, or 30-year career horizons before them.



While some of these non-college educated workers will gain access to a middle class standard of living despite their lack of attainment, the odds are not in their favor. Rather, it is likely that the majority of these adult workers will continue to hold jobs that resemble the jobs held by youth without a college education with stagnant or declining levels of compensation, after adjusting for inflation. Crucial to the future of the Commonwealth's economy is the question of how to expand meaningful opportunities to better facilitate the acquisition of critical skills and credentialing to as many as half a million lesser educated working adults.

**Kentucky Postsecondary Enrollment Rates by Age**



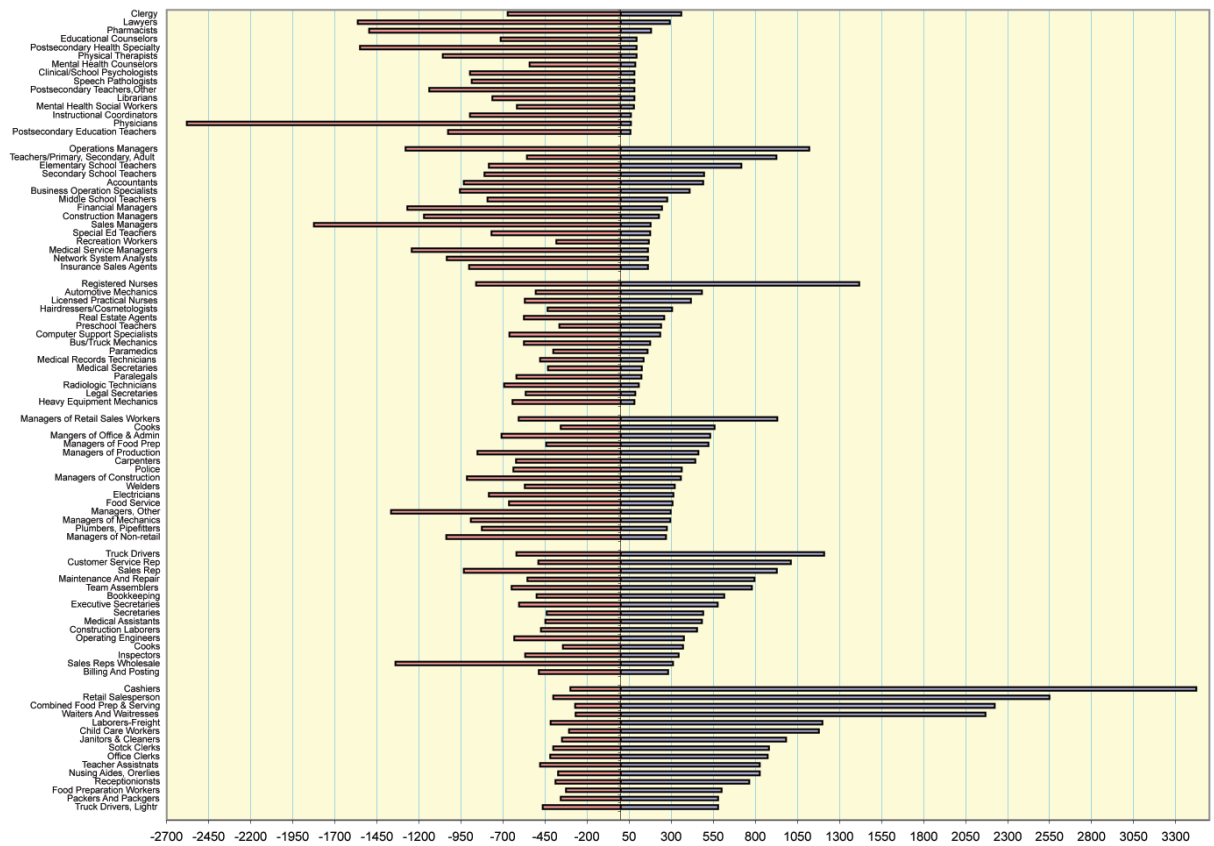
*Source: U.S. Census, 2000 Public Use Microdata Sample*

Crucial to the future of the Commonwealth's economy is the question of how to expand meaningful opportunities to better facilitate the acquisition of critical skills and credentialing to as many as half a million lesser educated working adults.

## Impacts of Higher Education on Kentucky's Economy

Kentucky's aspirations for economic growth align directly with its need to invest in human capital. While occupational projections and industry growth estimates are powerful tools for assessing possible areas of future staffing and areas for which employees should be trained, they should not be construed as destiny; doing so disempowers Kentuckians from contributing to the shape of their state's economy. Currently, the areas with greatest demand for labor are those requiring the least amount of education, while openings in the highest-income occupations, which require the highest level of education, represent a much lower number. Without an investment in higher education and a concomitant investment in the current labor force of the state, Kentucky risks creating a stratified economy that is oversupplied with lower-skilled, low-income workers. Perceiving these projections as a definitive guide to what the future labor market will demand will be a great disservice to the citizens and to the economy of Kentucky.

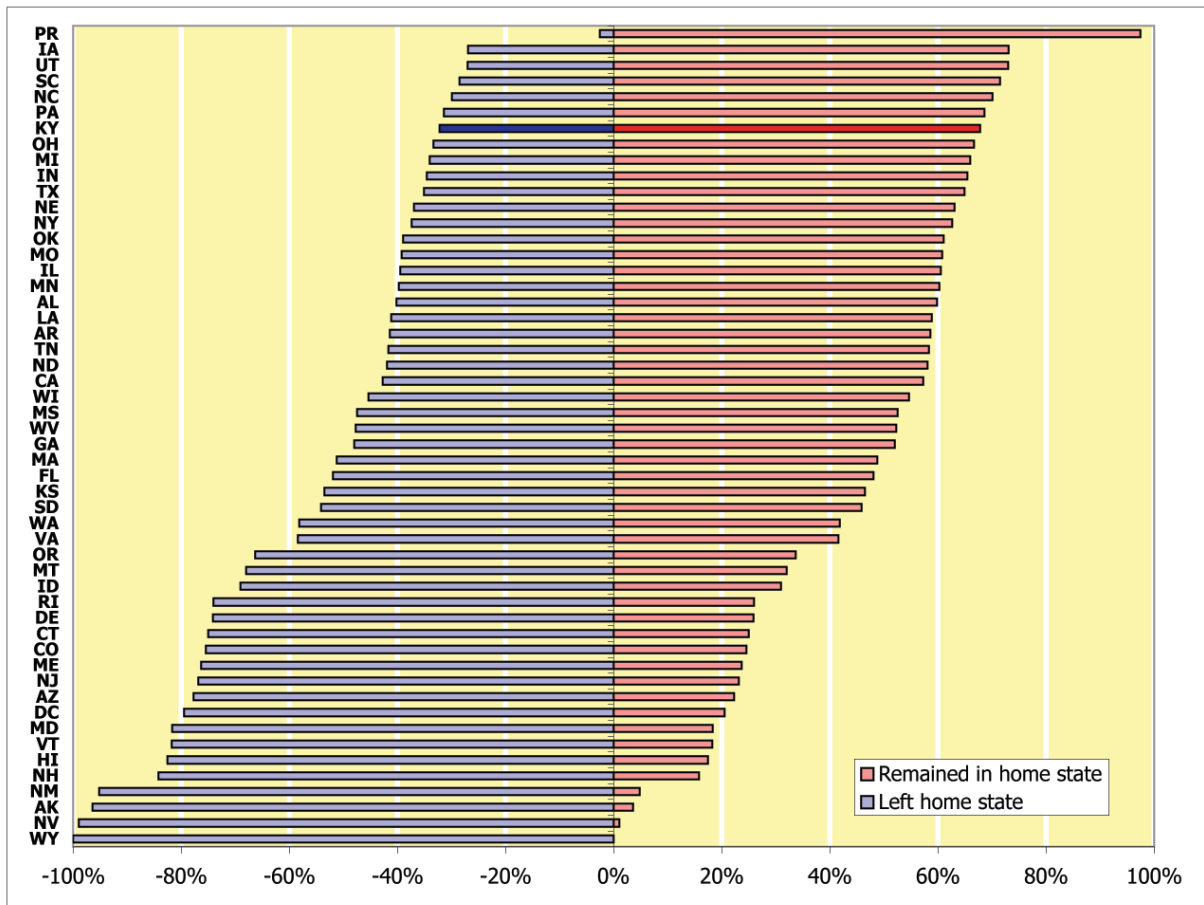
**Kentucky Projected Average Annual Job Openings 2002-2012 and Average Weekly Earnings by Educational Attainment**



Source: Kentucky Department of Labor

The creation of annual openings in sectors requiring higher education will also establish Kentucky as a preferred place of residence not only to current residents of the state but also to highly qualified workers in adjacent states who will, in turn, enhance in-state participation and capitalization. This investment in higher education in the state will create openings in the high-income, nationally expanding sectors that will enable Kentucky to better engage in a brokerage model that engages in out-of-state cultivation from those states. Investments in higher education that result in the production of successful graduates will ensure that Kentucky's higher education system is appealing to citizens of even non-adjacent states in which the college-going populations tend to enroll in out-of-state higher education institutions.

**In-State vs. Out-of-State Total College Enrollment by State**



Source: 2003 Integrated Postsecondary Education Data System

## Higher Education as Good Business

As with any industry group, Kentucky's independent colleges and universities generate economic growth through the day-to-day business transactions necessary to bring their services to market. Without the state's public utilities, the colleges would be without electricity, phone service or gas. Without construction companies, their physical plants would deteriorate and without accounting firms there would be no audited financial records. In turn, each of these transactions generates demand for other goods and services that ultimately engage every sector of the state's economy.

Relative to the benefits that accompany higher levels of individual education attainment, or through the broad array of community and business services colleges provide, these inter-industry effects represent an ancillary aspect of the independent sector's contribution to Kentucky. Their influence on industry output, however, encompasses a sphere of economic activities that collectively place the independent sector among the largest contributors to the state's overall economy.

To further understand the economic linkages between the state's independent colleges and universities and the state's economy, a Kentucky input-output model was employed to estimate the total level of output and employment directly and indirectly associated with institutional expenditures. These estimates take into account the direct expenditures of the colleges and their students as well as a series of subsequent transactions (known as indirect and induced effects) that are integral to meeting this demand. These estimates reflect all educationally related expenditures including direct operational expenditures, all construction activity, independent operations, student expenditures, and related tourism and other activities.

The economic effects of institutions' business transactions for operational and capital needs and transactions by staff, students, and visitors to the campuses are felt in three ways:

### Direct Effects:

Expenditures made directly for a good or service (such as purchasing electricity for campus buildings)

### Indirect Effects:

Economic activity associated with providing the good or service (such as the production of machinery used to produce electricity)

### Induced Effects:

The spending of compensation earned by employees of the businesses that provided the good or service

(such as an employee of the utility company who purchases clothes for his or her family).

The results of this model indicate that higher education truly has the opportunity to help the state "do well by doing good" in that it provides stable employment and instigates consumption patterns that benefit the state.

Collectively, Kentucky's independent colleges and universities generate a level of economic activity that places the sector among the largest employers and contributors to the state's overall economy. Taken together, the independent sector would rank eleventh in employment, and eighteenth in revenues among the State's 25 largest publicly held corporations.

In fiscal 2003, Kentucky independent colleges and universities spent more than \$406 million in the direct delivery of educational services, approximately \$140 million of which were in-state expenditures. These expenditures included approximately \$164 million in wages and salaries for the 4,275 full-time college and university employees. The economic activity of Kentucky's independent colleges and universities includes not only these direct educational and general expenses but also expenditures by staff and by students and their families that are all integral to college participation. For most students and their families, student living expenditures represent the largest educational expense after tuition.

Students attending Kentucky's colleges and universities during fiscal 2003 spent about \$54 million on purchases including transportation, books and supplies, personal services, computers, and food. College and university staff, meanwhile, spent approximately \$118 million in their communities.

Tourism activity, in the form of prospective and enrolled students' visits to institutions, the periodic return of alumni to their alma mater, and attendance at commencement ceremonies and other regular campus events, also generates direct travel and tourism-related expenditures. In fiscal 2003, Kentucky independent colleges and universities collectively generated more than \$64 million in this category of expenditures.

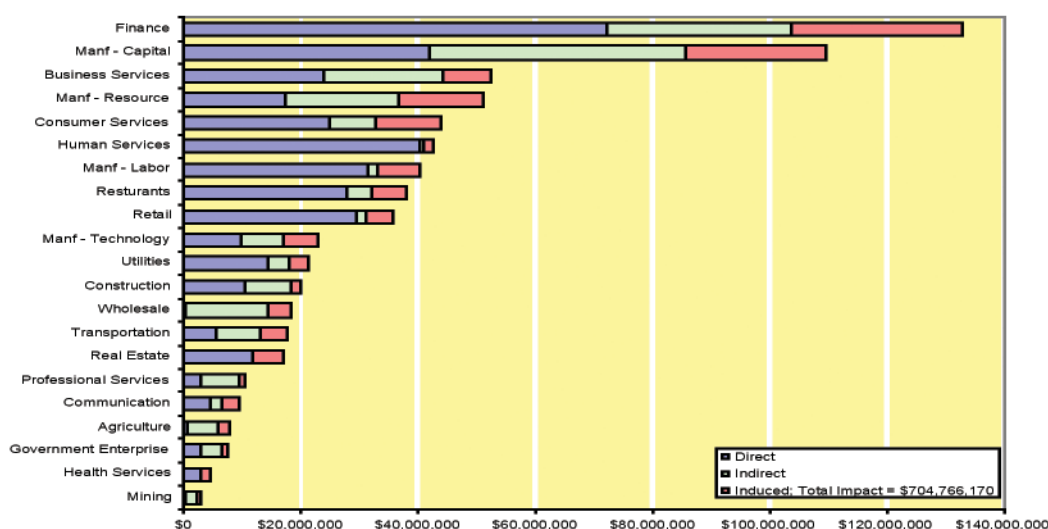
Kentucky's independent colleges and universities also make substantial annual capital investments in the maintenance and expansion of their physical plants including classrooms, libraries, residence halls, sporting venues, research facilities, and campus roads

and grounds. Kentucky's colleges and universities have contributed \$366 million toward construction expenditures.

Taken together, the educational and related expenditures made by Kentucky's institutions, students, and visitors represent nearly \$375 million of in-state direct

purchases. The indirect and induced purchases associated with the provision of the direct services generated another \$330 million in in-state economic output. Almost \$705 million of total in-state activity can be traced back to Kentucky's independent colleges and universities.

#### Kentucky Independent Colleges' Total Economic Impact by Industry

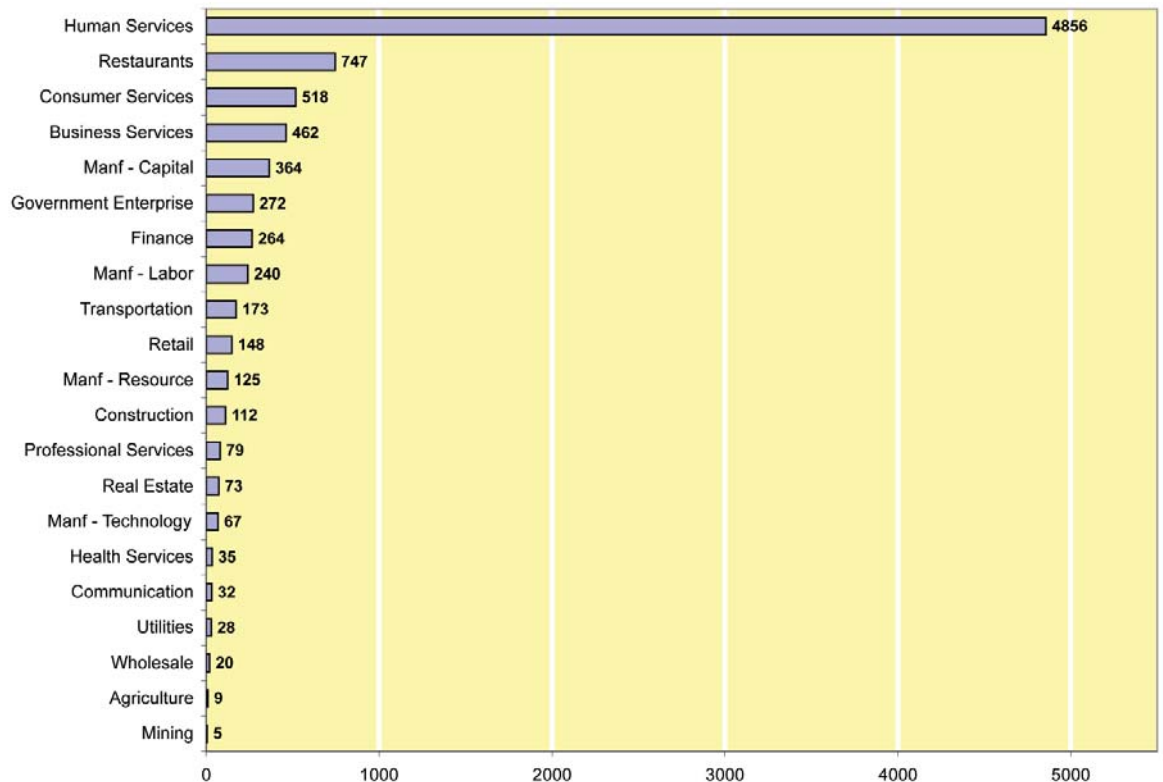


Source: Economic Impact Study Survey and Human Capital Research



One of the significant impacts of these direct, indirect, and induced expenditures is the creation of 8,629 jobs in a variety of Kentucky's industries. Capital expenditures, moreover, generated over 3,700 jobs in fiscal 2003 and resulted in \$779 million in economic activity.

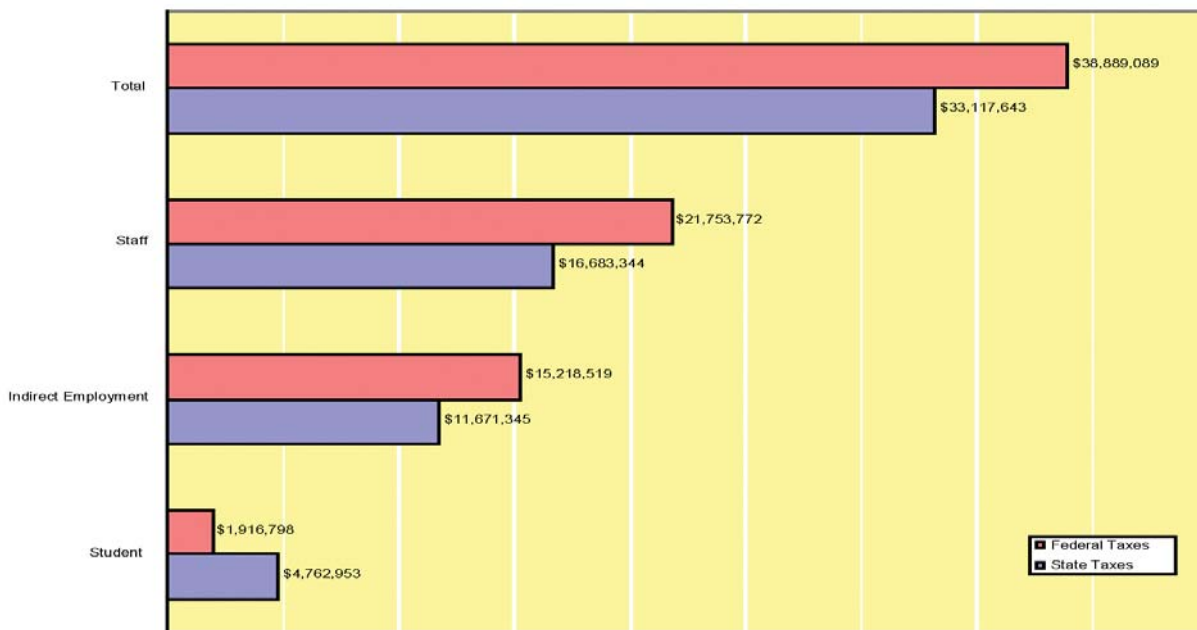
**Kentucky Independent Colleges' Total Job Creation by Industry**



*Source: Economic Impact Study Survey and Human Capital Research*

During that same year, the total economic activity created by independent higher education resulted in \$33 million of annual tax revenues to the state government of Kentucky. Clearly, in addition to providing excellent educational opportunities for individuals, thereby increasing their employability and mobility, the higher education sector in Kentucky contributes to the health of the state's economy by means of its budget planning, business decisions, and other activities.

### Estimated Amount of State Taxes Paid by Staff, Indirect Employment, and Students Living in Kentucky

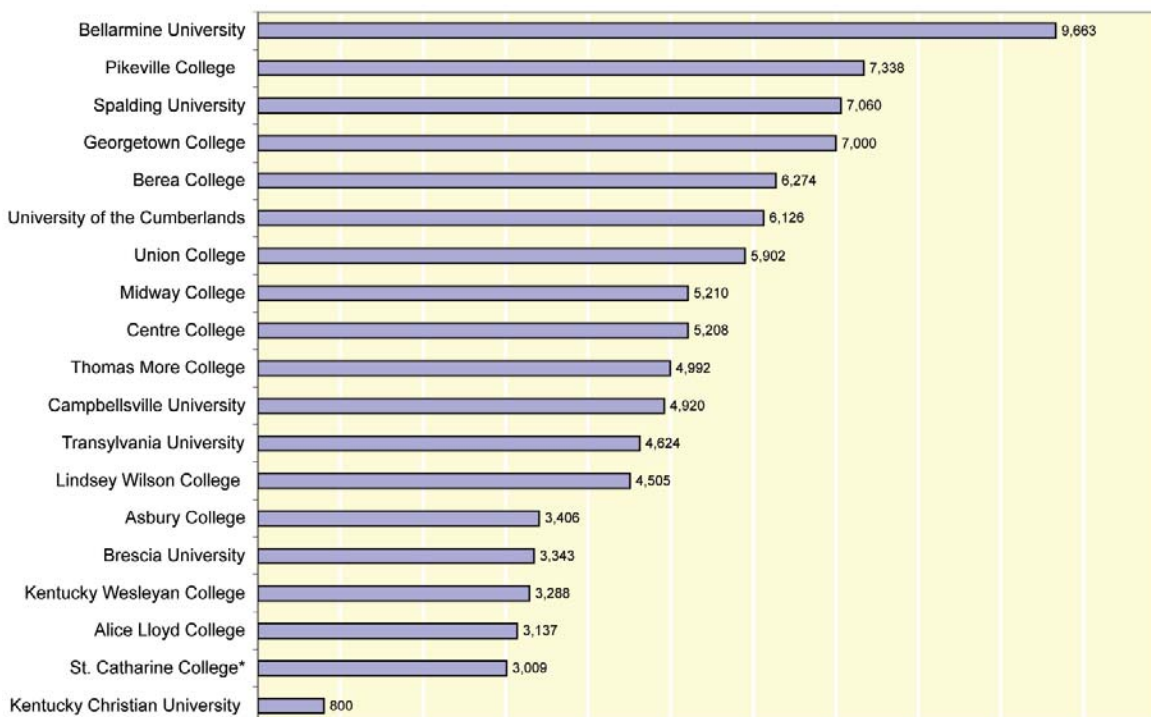


Source: Economic Impact Study Survey and Human Capital Research

### Alumni of Kentucky's Independent College and Universities

While an investment in higher education and the subsequent production of academic degrees represents a primary output of Kentucky's independent colleges and universities, it is ultimately through the lifelong work, civic participation and continued professional and personal development of its alumni that these institutions make their greatest contribution to the state. 95,805 alumni of these institutions are residents of the state.

### Estimated Number of Alumni Living in Kentucky by Institution – 2005

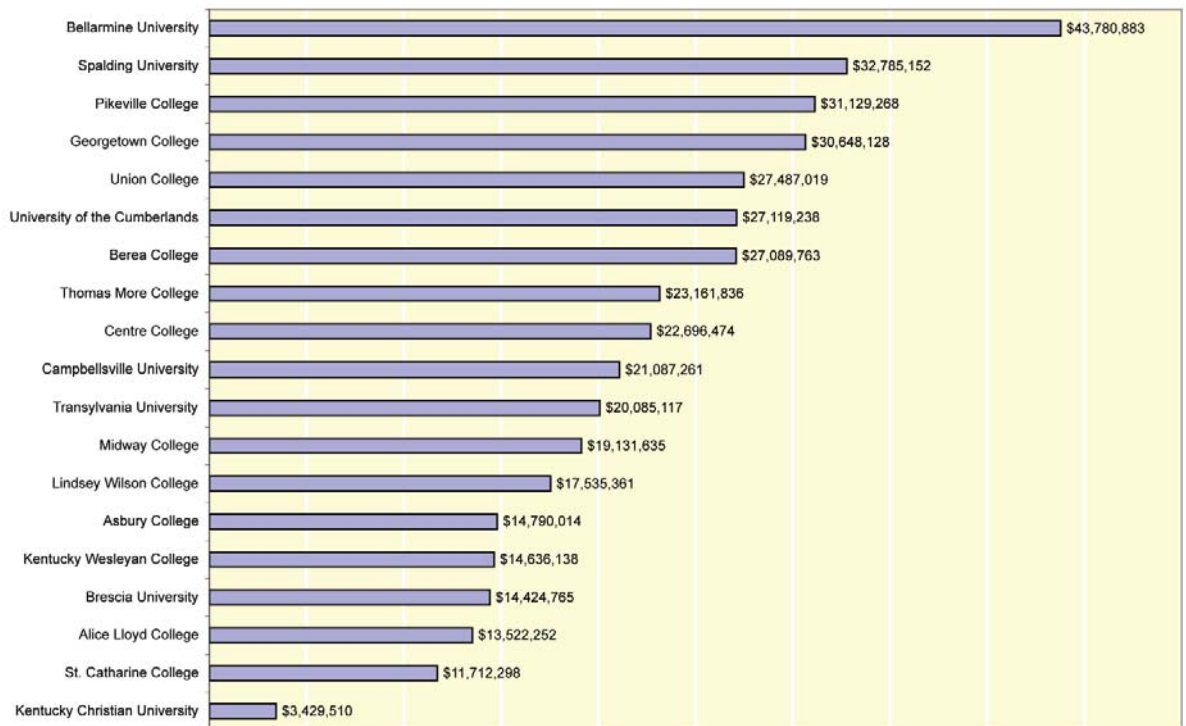


Source: Economic Impact Study Survey and Human Capital Research  
\*2003 Alumni Numbers

...it is ultimately through the lifelong work, civic participation and continued professional and personal development of its alumni that these institutions make their greatest contribution to the state.

The independent sector's alumni constitute a vital part of the state's economy, generating more than \$416 million in tax revenue to state government. From a taxpayer's perspective, the collective economic contribution of Kentucky's independent college and university alumni represents an enormous economic return on the state's investment in higher education—with annual direct support from the Commonwealth representing a small fraction of what is annually realized through contributions to the tax base.

**Estimated State Tax Revenue Generated by Alumni Living in Kentucky by Institution**

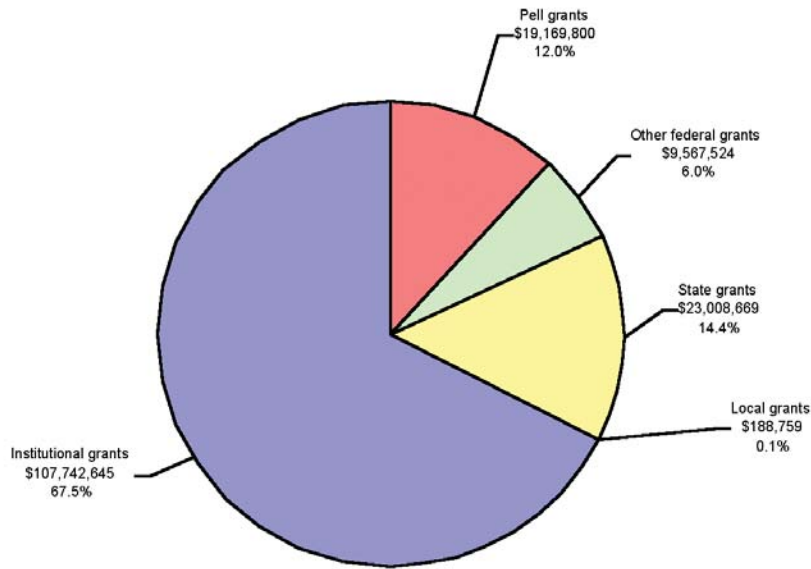


*Source: Economic Impact Study Survey and Human Capital Research*

## Kentucky's Independent Sector and the Highest Return on Investment

While the independent sector provides 67.5 percent of financial aid in the form of institutional grants, the Commonwealth itself subsidizes only 14.5 percent of financial aid through its contribution of state grants and local grants. Though this contribution amounted to approximately \$23 million in 2003. In return, the state government immediately receives an estimated \$5 million in taxes from current students (see figure “Estimated Amount of State Taxes Paid by Staff, Indirect Employment, and Students Living in Kentucky”) and following graduation and entry into the labor force essentially a lifelong annuity.

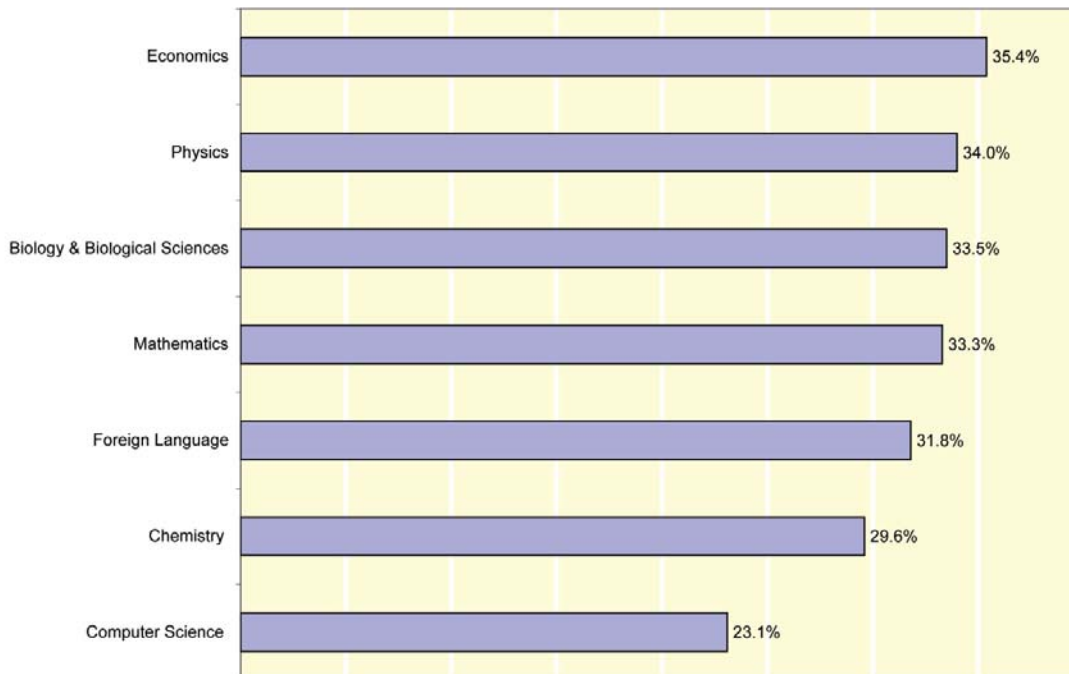
Kentucky Independent Sector Sources of Financial Aid



Source: Integrated Postsecondary Education Data System, 2003

The state's investment in independent colleges is further augmented by the sector's strong level of degree productivity. Notably, Kentucky independent colleges and universities account for only 11 percent of enrollment of all students in higher education in the state and just under 19 percent of undergraduates in four-year degree programs. At the same time, however, the sector accounts for 22 percent of all the bachelor's degrees conferred in the state. In addition, these institutions produce one-fourth of nursing degrees and over one-third of teachers, as well as other degrees (see figure "Percentage of Kentucky Baccalaureate Degrees Awarded by Independent Colleges") vital to serving Kentucky's business and industry needs and development.

Percentage of Kentucky Baccalaureate Degrees Awarded by Independent Colleges



Source: Kentucky Council on Postsecondary Education, 2004

Although independent colleges and universities have significant untapped capacity and potential to further their contribution to the State economy, they do not have the resources sufficient to unilaterally raise college-going rates or alter the economic base. Their capacities leveraged in tandem with other agents—including, secondary schools, financial institutions, industry, public universities, foundations and government—can engender long-term changes. In fact, without clear articulation of public purpose, and true collaboration among these agents it is likely that the Commonwealth will have sub-optimized its investment and continue to lag the nation in economic growth.

Higher education's clearest expressions of public purpose are ultimately revealed through the curriculum and services these institutions provide, the extent to which those resources dovetail with their immediate communities and the Commonwealth at large and through the educators and students served.

## Helping to Build and Sustain Kentucky's Human Infrastructure

Kentucky's independent colleges and universities, because of the philosophical framework that guides their operations, make significant contributions to the people and communities of Kentucky. Beyond teaching and learning, which foster the growth and development of students, Kentucky's independent colleges and universities also share their knowledge, skills, and expertise outside the campus boundaries. These institutions have worked to build relationships and connections across the Commonwealth and around the world. Annually, they serve thousands of Kentucky residents and businesses through multiple and varied economic and human development outreach initiatives.

### How Services Are Provided

At the core of these outreach programs and initiatives are the individuals who live, work, and attend classes at independent colleges and universities. In all, more than 30,000 students, faculty, and staff are part of Kentucky's independent campus communities.

The organization and delivery of community services provided by Kentucky's independent colleges and universities occur through a varied set of arrangements. In many cases, the community services these institutions provide are designed to leverage the knowledge, expertise, and resources of other local public, private, and non-profit providers—enhancing and partnering with these organizations, rather than acting as the sole agent. In other cases, the institutions may represent the only provider of a critical local need. Regardless of the arrangement in which services are provided, at the heart of this delivery is a set of civic, ethical, and principled traditions that promote

caring, service, and capacity building—engaging students, faculty, and staff as partners in helping to build and sustain the Commonwealth's economic and human infrastructures.

Faculty, through their own development and in pursuit of academic excellence, make significant service and social contributions. On one level their efforts are independent; taken together, they constitute a canvas of community services and product innovations. Students, both through curricular and co-curricular activities, participate in internships, practical experiences, and as volunteers, often in concert with the hundreds of service organizations that operate on Kentucky's independent colleges and universities' campuses. Staff frequently assume a central coordinating and leadership role linking college resources with the community, sometimes through established programs as part of the institution's mission and sometimes independently as local residents.

### Breadth and Depth of Community Reach

Kentucky's independent colleges and universities contribute to community quality of life on two important levels, which are discussed below: (1) Economic Development, which includes business support services and partnerships, and product and service innovations; and (2) Human Development, which includes the delivery of public services for operation of and access to institutional facilities (including libraries, auditoriums, sports arenas, museums, galleries, and theaters), public service programs and initiatives, and K-12 and life-long learning programs and partnerships.



## Economic Development

### Business Support Services and Partnerships

Beyond the contributions to Kentucky's economic base presented in this report, Kentucky's independent colleges and universities have a long tradition of working with business and industry and, as such, play a critical role in revitalizing the State's business and industry sector.

As educational institutions, independent colleges and universities provide the skilled labor force needed by business and industry around the state. Recent graduates of the institutions provide a talented and knowledgeable pool of entry-level employees. For currently employed workers, the institutions offer opportunities for career growth through advanced education at the graduate and professional levels.

Kentucky's independent colleges and universities award 22 percent of bachelor's degrees in the Commonwealth. Independent institutions offer degree programs in many of the fields critical to the future competitiveness of business and industry, awarding approximately 35 percent of economics degrees, 34 percent of biology and biological science degrees, 33 of mathematics degrees, and 23 percent of computer science degrees conferred in the state.

Kentucky's independent colleges and universities also benefit businesses by placing current students as interns in area businesses; these businesses work as partners with colleges in training a skilled workforce. As indicated above, many of the alumni of Kentucky's independent colleges and universities choose to stay in the state, thereby contributing their expertise to the growth of industries and businesses in the Commonwealth; many also return to serve in public sector roles in Appalachia.

In addition, through numerous partnerships and programs that provide vital expertise, information and support, Kentucky's independent colleges and universities serve as a resource clearinghouse, contributing in myriad ways to addressing business and industry needs. Services are offered to all types of businesses and industries—from existing corporations to entrepreneurial efforts, and from businesses that concentrate on the local population to those that stretch out globally. The initiatives represented here are illustrative of an integrated approach toward systemic economic development in Kentucky:

- The **Daycare Center** at Alice Lloyd College provides supervision, physical education and swimming classes, and craft classes for infants to pre-school age children in the community.
- The Asbury College Department of Business and Economics hosts the **Annual Business Banquet**, which partners students with local area business leaders to encourage discussion of common interests and selected topics.
- Bellarmine University's flagship technology program, the **Center for Interdisciplinary Technology and Entrepreneurship (CITÉ)**, is located in Metro Louisville's business district and sponsors Bellarmine's Master of Arts program in Information Technology (MAIT).
- The **Entrepreneurship for the Public Good (EPG)** program at Berea College seeks to equip students of all majors to be agents of change and to connect them with entrepreneurs working to realize Appalachia's economic and social potential. Through the program, students learn how small businesses and non-profit agencies employ responsible practices to provide jobs and build healthy communities.
- Through the **Owensboro-Daviess County Asset Building Coalition**, Brescia University is a site for free "E-file" tax preparation. Dr. Duane Smith, professor of accounting, volunteers as the site coordinator. Dr. Smith and six volunteers prepare tax returns annually for households with a designated income threshold below \$37,000.
- Campbellsville University is a participant in the **Campbellsville-Taylor County Industrial Development Authority (also known as Team Taylor County)**, which serves as the point of contact for development projects that often involve the implementation of technology and telecommunications solutions that benefit the area. In June 2004, Team Taylor County, including Campbellsville University, received a national economic development award from the U.S. Department of Commerce.
- Centre College partnered with a local coffee shop to create the **Hub Coffee House and Café** in downtown Danville.
- The **Thomas and King Leadership and Conference Center** at Georgetown College is used by

businesses and organizations for meetings, conferences, training seminars, wedding receptions, and banquets. During the summer, it serves as the headquarters for the Cincinnati Bengals training camp.

- Kentucky Christian University serves as a leading Internet Service Provider (ISP) to the citizens of Carter County.
- The newly opened **Yu Hak Hahn Center for the Sciences** at Kentucky Wesleyan College offers area businesses the use of dedicated laboratory facilities for research and development purposes.
- Through a partnership with the Kentucky Community and Technical College System (KCTCS), Lindsey Wilson College educates about 450 students at KCTCS campuses in Ashland, Cumberland, Hazard, London, Maysville and Prestonsburg. After graduating from a KCTCS campus, students may earn both bachelor's and master's degrees in counseling and human development from the Lindsey Wilson School of Professional Counseling. The program, which is nationally accredited and considered a model small-college counseling program, helps address a critical shortage of mental-health professionals in Kentucky.
- Midway College is currently engaging with the **Bluegrass Alliance for Women** as part of the Governor's Task Force on the Economic Status of Women to conduct studies into whether and how laws are applied differently in Kentucky based on race, ethnicity, gender, disability, age, or sexual orientation.
- The **Pikeville Area Innovation Center (PAIC)**, a partnership among Pikeville College, the Kentucky Cabinet for Economic Development and Eastern Kentucky University, is a business accelerator charged with developing Eastern Kentucky's economy through the creation of entrepreneurial opportunities, application of technology, and provision of access to a synchronized statewide support network. PAIC also offers mentoring to business professionals.
- The Master's of Fine Arts program at Spalding University has partnerships with **Carmichael's Bookstores**, the **Pleiades Theater Group**, and **The Spoken Word of Public Radio South**.
- St. Catharine College is involved with the **Springfield-Washington County Economic Development Authority (SWEDA)** in development of a 400-acre industrial park and recruitment and retention efforts.
- Thomas More College's **Biology Field Station** conducts research and testing that supports local industries. The research is well known for its advances regarding Kentucky plant life, indigenous species, microbiology, immunology, and aquatic biology.
- The **Volunteer Income Tax Assistance (VITA)** program at Transylvania University helps taxpayers with an income of less than \$30,000 in the preparation of Internal Revenue Service income tax forms 1040, 1040A, and 1040EZ, as well as the Kentucky 740 form. Approximately 30 accounting students volunteer their time and expertise every Wednesday afternoon in February.
- Union College launched **Knox Partners, Inc.** to learn what impact a rural private college could have in building collaborations between colleges, local governments, and other non-profit agencies. Its primary project is the Appalachian Rural Wellness Initiative consisting of a \$12 million center and a major wellness initiative addressing preventable disease.
- University of the Cumberlands owns and operates the **Cumberland Inn**, a motel and conference center that provides space for local business events.

### Product and Service Innovations

Faculty are one of a college's most valuable resources and often represent one of the largest parts of an institution's operating budget. Faculty are the key agents of student learning, in the classroom and increasingly through outside interactions as well. The faculty also maintain principal responsibility for defining an institution's academic standards and for designing and evaluating college curricula. At most colleges, it is the faculty more than any other group who define the campus culture.

Faculty from across Kentucky's independent colleges and universities provide significant community and economic contributions through their own independent and coordinated efforts, sometimes under the auspices of the institution and sometimes independently. Faculty knowledge and expertise is an integral

component to the numerous business support services and the above described programs. In addition, hundreds of faculty from across the institutions annually provide numerous hours consulting with businesses, K-12 schools and teachers, and non-profit organizations. They also contribute to institutional advancement through their pursuit of institutionally supported and recognized research, often resulting in product and service innovations.

During fiscal 2003, faculty presented numerous conference papers at local, regional, and national conferences, contributing to shared scholarship in fields as diverse as business, medicine, ethics, environmental studies, and politics. In addition, faculty from Kentucky's independent colleges and universities have contributed to **training for K-12 teachers, lecture series, gallery and museum exhibits, and the production of hundreds of concerts and dramatic performances.**

## Human Development

### Facilities Contributions

In large part, the capacity of Kentucky's independent colleges and universities to provide community services is made possible and augmented by an enormous and extraordinary array of facility resources, including a variety of buildings. Significant as this asset is, it only partially reflects the value of resources available to the public. To operate these facilities and render value to the community requires considerable human resources and operational expenditures and, more importantly, the creation of programs purposefully designed and coordinated to meet local area needs.

Kentucky's independent colleges and universities make available to the public a number of facilities. Many resources are offered at no cost or at a cost subsidized by the institutions. Among the facilities rendered to the public for a nominal fee or in-kind are **theaters, athletic centers or athletic facilities, museums and galleries, healthcare clinics, conference centers, technology labs, and television and radio stations.** Institutions have offered rehearsal space on campus for theater groups, studio space for arts and crafts groups, and rooms for civic groups in the community. **Libraries** often provide free access to books, journals, government documents, and archives; they also provide public Internet access. Also available to the public are **recreation areas and lecture series,**

**luncheon series, and speaker programs.** Unique facilities for use by the public include **a site for environmental research and lodging and dining on campus for visitors** and community service groups during the summer and for conferences.

### Public Service Contributions

Faculty, staff, and students of Kentucky's independent colleges volunteer a considerable amount of their time and resources to addressing state and local needs. Many of these efforts are aimed specifically at assisting underserved persons and communities that would otherwise receive little or no attention.

While it is generally noted that these engagements are often short-term for individual student participants, their impact is continually felt by the community as the colleges provide a consistent and reliable source of support. In fact, many of the colleges incorporate service requirements into their curriculum as a way to foster a long-term ethic of service and volunteerism in students. A sampling of outreach programs at the colleges includes the following:

- Daycare services for infants to pre-school children in the community
- Programs on leadership and personal skills development for local and state organizations
- Equestrian skills offered to local-area children and community members
- Research conducted by faculty and students that addresses issues indigenous to surrounding communities
- Service to prominent organizations such as the American Red Cross and Habitat for Humanity, as well as work with local organizations (e.g., schools, food banks, and hospitals)
- Collaborative partnerships with local business and civic organizations to develop strategies for replacing lost jobs
- Technology and telecommunications training provided to citizens, including customized training for business and industry
- World-class speakers, exhibits, and performances open to the public
- Programs for children with physical and developmental disabilities

Many of the colleges incorporate service requirements into their curriculum as a way to foster a long-term ethic of service and volunteerism in students.

- Health screenings available to members of the community
- Free tax consultation and preparation services provided to local citizens unable to afford professional services
- Summer workshops and professional development sessions for K-12 teachers
- Programs designed to raise literacy rates in impoverished areas

### K-12 Contributions

In recognition of the fact that granting college access to K-12 students in the community will afford them opportunities for mobility, Kentucky's independent colleges and universities understand the need to support primary and secondary students in their communities. Recently, programs developed in partnership between Kentucky's independent colleges and the K-12 school system enable college students to contribute in the following ways:

- Tutoring, teaching, and reading to gifted and talented students, students with special needs, or at-risk students
- Providing after-school supervision and instruction for students whose parents work
- Taking students with special needs for horse trail rides as well as teaching them how to care for the horses
- Coaching and assisting speech and theater groups and developing after-school programs in these areas
- Teaching sessions on such topics as environment studies, history, and literature
- Training students with special needs for the Special Olympics
- Participation in mentoring programs, including D.A.R.E.
- Helping out with K-12 school events as a part of fraternity/sorority community service
- Teaching elementary students about business by helping them start companies
- Administering programs, developed by occupational therapists, for at-risk students
- Offering summer workshops and camps for high school students

In addition, the institution and faculty also partner with the K-12 system and teachers to provide services to students and professional development to teachers. Projects include:

- Training public school teachers in the sciences (including environmental science), literacy initiatives, and technology use
- Organizing conferences and leadership programs, in which students can focus on issues like economic development, diversity training, and community needs
- Hosting the Gaining Early Awareness and Readiness Program (GEAR UP) and Upward Bound
- Establishing adopt-a-school programs in local community schools
- Hosting academic competitions like the Science Olympiad and Mathematics Contest
- Offering art competitions
- Coordinating college and career fairs
- Assisting in the development of curricula, including in the arts and sciences, for K-12 students

# Contributions by Participating Colleges and Universities



## Alice Lloyd College

### Public Service Contributions

Alice Lloyd College is an active member of the Hindman/Knott Co. Community Development Initiative.

The college operates a clothing exchange where items are distributed to homeless shelters, nursing homes, hospice centers, and churches to help needy families.

Each summer, Alice Lloyd College students provide services to the David School, an alternative school for students who have not performed well in public schools. Students have provided many services, including grounds-keeping and maintenance of facilities; set up of computer programs; mopping and waxing of floors; painting; serving of meals; and planting of trees, shrubs, and flowers. They also helped to clean up after a recent flood.

The college sends out Christmas gifts to approximately 4,000 children annually—a tradition that has endured for more than 80 years.

The Voices of Appalachia choir performs annually at nursing homes and retirement facilities to entertain and inform people about the college and its programs.

Alice Lloyd College provides a one-day event on campus each year (Appalachia Day), where individuals can exhibit Appalachian crafts and demonstrations, traditional mountain music, soaps, weaving, Appalachian books, and much more. This activity is held to help preserve mountain heritage.

Alice Lloyd College students also serve the local community in the following capacities:

- Working with a local organization to assist handicapped students in the county.
- Assisting in various ways at six area schools. They perform such tasks as working with talented and gifted students; tutoring and helping children with homework and reading; and coaching and super-



vising Knott Central Speech team (grades 7-12) for statewide and national competitions. Four Alice Lloyd College students gifted in art are teaching students at the Caney Elementary School (where they have no art teacher). Students serve in various capacities at the Jones Fork Elementary School, performing such tasks as assisting the principal, helping teachers, assisting with office duties, and setting up and monitoring children in games and concessions for festivals. Alice Lloyd College students are also helping the Cordia High School by instructing and working with their choir.

- Providing after-school service for K-5 children until parents can pick them up.
- Providing daycare services to infants and pre-school children in the community. Students change diapers, read stories, and work with the children in physical education classes, swimming, and crafts.
- Working with Mountain Comprehensive Care undertaking general office duties such as scheduling appointments and making patient encounters. Students work with low-income mothers who are pregnant.
- Performing secretarial and general office duties at the Knott County Board of Education.
- Helping to maintain highway 899 near the campus by picking up trash and keeping the area clean and neat.
- Making public service announcements in the community, and providing weather reports, ballgame broadcasts, and interviews with community residents through college radio station WWJD.
- Spending time at a local nursing home, reading, writing letters, or assisting with whatever the activities director of the home may have prepared. Students from three classes are required to spend a minimum of one hour in this service.

- Collecting canned goods to distribute to needy families at Thanksgiving and Christmas.

### Services and Facilities

Summer lodging is provided each year for hundreds of individuals who come to the area with church groups to do repairs on homes of low-income families. From June 1 through August 6, 2004, the college housed 731 individuals from 12 different service organizations.

Facility usage (e.g., pool, game room, bowling alley, meeting rooms, and other facilities) is available to community residents, local groups, and athletic groups. From June 1 through August 6, 2004, approximately 525 individuals used ALC facilities; another 125 tourists came to the campus and ate in the dining room.

Library services are provided to the public and help is available to individuals conducting research.

A variety of cultural events are free to the community, including convocation performances and speakers, gallery art exhibits, and theatre department productions.

The college offers free use of the Campbell Arts Center Auditorium, the Grady Nutt Athletic Center, the Alice Lloyd College Baseball Field, tennis courts, the Alice Lloyd College Olympic-sized pool, conference facilities, and the technology center.

### Business Support Services and Partnerships

Alice Lloyd College is the second largest employer in Knott County, behind the school system.

Post-graduate tracking information collected by the Alice Lloyd College Career Services Office and Alumni Office indicates that 80 percent of graduates return to Appalachia to serve. Ninety-eight percent of all graduates are either employed or in professional or grad school 6 months after graduation.



## Asbury College

### Public Service Contributions

IMPACT is a student organization committed to the planning of all campus REACH OUT Service Days and promoting service to the larger community. Through IMPACT's sponsorship thousands of service hours are given to the community each year.

The Asbury College Challenge Course is designed to support leadership, personal skills development and self-confidence in an alternative setting. Sometimes referred to as "Experience-Based Training and Development," a well-designed program can be an appropriate vehicle for addressing process issues that can frequently get in the way of group effectiveness and goal accomplishment. Some of the group and personal skills that may be addressed are team building, problem-solving, communication skills, conflict management, decision-making and assessing and managing risk. Organizations that have utilized the Asbury College Challenge Course include the Lexington Police Academy, Transylvania University,

the Kentucky School for the Deaf, Leadership Jessamine County, the resident staff from the University of Kentucky, and many on-campus groups.

The Equine Program provides classes for home-schooled children, the Lexington Community College, and a group of special needs students from the Jessamine County School System. Trail ride opportunities are available year round with advanced notice. During the summer months, a horse camp is open to youth ages 9 through 14.

In coordination with the Education Department, Jessamine County high schools established the Jessamine Connection. This special education organization integrates those students with special needs into the college atmosphere. Students participate in classes and chapel and eat lunch in the cafeteria. They also have the opportunity to work side by side with Asbury students at the equestrian farm, learning to ride and groom horses.

*continued*



Asbury offers a number of cultural events and performances to the public including:

- Faculty and student recitals and art shows
- Asbury College/Lexington Community Orchestra concert
- Christians in the Visual Arts (CIVA)
- American Christian Schools International (ASCI) Art Festival for high school students

Additional community service activities include the following:

- Serving meals to homeless persons
- Visiting children in Shriners Hospitals
- Hosting area-wide prom for special needs persons

#### Services and Facilities

Community classes are offered through the Luce Physical Activities Center. They include swim lessons,

aerobics, gymnastics, soccer and tennis camps, and weight watchers.

#### Business Support Services and Partnerships

The Asbury College Department of Business and Economics hosts the Annual Business Banquet, which partners students with local area business leaders to encourage discussion of common interests and selected topics.

Additional support is provided to the local business community through the following efforts:

- Providing interns to local organizations
- Hosting an annual day-long workshop on small business administration
- Offering professional development seminars for the community
- Coordinating campus recruitment activities

## Bellarmino University

#### Public Service Contributions

Bellarmino University communicates its commitment to intellectual culture and lifelong learning through the major addresses, seminars, workshops, and other forums it sponsors. Members of the campus community and the general public have benefited from the wisdom of distinguished artists, scientists, philosophers, historians, educators, theologians, humanitarians, and political and religious leaders. Over the years, the roster of luminaries has included Mother Theresa; President John F. Kennedy; sculptor Peter Wyatt; cardinals Joseph Ritter and Johannes Willebrands; social activists Dorothy Day, John Dear, John J. Egan, and Mary Lake Tobin; award-winning authors Czeslaw Misos, James Dickey, James Laughlin, and Barbara Kingsolver; composer Philip Glass; economists William Herbert, Walter Williams and Jeffrey Brennan; philosophers Henry Veatch, Frederick Miller, Robert Henle, Huston Smith, and Ernan

McMullin; and theologians Karl Rahner and Hans King. Bellarmine also sponsors annually two major forums, the Guarnaschelli Lecture Series and the Wilson W. and Anne D. Wyatt Sr. Lecture Series. The Guarnaschelli Lecture is designed to bring to the Louisville community noteworthy and influential leaders from the arts and humanities. Former Guarnaschelli presenters include Wendell Berry, Gwendolyn Brooks, Ken Burns, Seamus Heaney, Norman Mailer, Joyce Carol Oates, Peter Matthiessen, George McGovern, Richard Rodriguez, William L. Shirer, Leslie Marmon Silko, William Styron, Harold Wilson, Jean Bethke Elshstein, and ballet dancers Wendy Whalen and Nilas Martins. Wyatt lecturers have included Sir Edward Heath, David Gergen, David Broder, Arthur Schlesinger, and James MacGregor Burns.



- Major lectures included the 2004-2005 Wyatt Lecture with speaker Seymour Hersh, which attracted more than 1,000 people. The 2004-2005 Guarnaschelli lecture with author Isabel Allende attracted more than 600 people.
- Scores of other lectures are offered free throughout the year. Last year, for example, there was a Criminal Justice Lecture Series, a theology lecture (Ursula King), and several Thomas Merton Studies Center-related lectures.

At the Center for Ethics and Social Justice, events have included the following:

- “Green Lights and Red Flags: Rules of the Road for Truth in Advertising” conference at Bellarmine, in conjunction with the Federal Trade Commission and local Better Business Bureau. Over 100 Louisville-area businesspersons participated, and Bellarmine students attended at no cost.
- Third Annual Bellarmine “Ethics Bowl” competition. The “Ethics Bowl” is a team competition, consisting of 3-5 students, in which teams argue resolutions to case studies of moral dilemmas from professional fields (e.g., business, public policy, healthcare).
- A visit by Catholic social justice activist Rev. Daniel Berrigan, S.J.
- Participation in the Cathedral Heritage Foundation “Festival of Faiths.”

The Ethics and Social Justice Center also brought a number of excellent guest speakers to campus, delivering public addresses and visiting classes to speak on relevant topics:

- Al Gina (Loyola Chicago) on “My Job, My Self” (about work, values and self-identity) in conjunction with the Brown’s Scholars program and a course entitled, “The Value of Work.” He also delivered a public lecture on “The Importance of Being Lazy,” concerning over-work and the need for “Sabbath” in one’s life.
- William Reger (Cato Institute) was at Bellarmine for two days, speaking to students and faculty on “International Relations,” and conservative public policy.
- Michael Sucker (Notre Dame, Liberty Fund) was at Bellarmine for two days. He spoke to faculty and students about the Patriot Act, and delivered a provocative public lecture on “The Gettysburg Address and 9/11.”

Over the years, Bellarmine faculty members have conducted research on campus that has literally saved lives. Professors are involved in projects that range from making the artificial heart accepted by the human body to improving automobile safety to identifying specialty demographics for business.

Volunteer activities help not only our local community but the state and global communities as well. Last year, more than 25,304 hours of service were completed by Bellarmine students, faculty and staff. Using the independent sector’s time value calculations, those volunteer hours are the equivalent of \$430,927.12 worth of donated money to service.

Bellarmino groups travel each year to work in Appalachia and Guatemala to help people with living conditions in those areas. In fact, a rural school in Guatemala is named in Bellarmine’s honor for the work our students and faculty have done in that area, and later this year, a clinic will also be dedicated in Bellarmine University’s name.

Bellarmino is one of three campuses in Kentucky that hosts the Kentucky Governor’s Scholars Program, which provides an intensive summer residential experience for academically-gifted high school juniors.

### Services and Facilities

The Thomas Merton Center of the W.L. Lyons Brown Library houses the world’s largest and most important archival collection of materials by and about Thomas Merton, as well as Bellarmine University’s archives. The center is named after Thomas Merton, whose personal works and papers comprise the primary special collection in the center and attract international scholars and visitors to the Bellarmine campus.

The Bellarmine University W. L. Lyons Brown Library houses over 156,000 holdings. In the course of one year, over 18,823 books and reserve items, including renewals, are circulated. Our Interlibrary Loan librarian loaned 688 books and periodical articles and borrowed 445 similar items for both students and faculty.

The McGrath Art Gallery, which organizes 6 to 8 shows per year, is open to the public.

The Bellarmine Accounting program offers free tax help to the elderly and indigent.

In cooperation with the Alumni Office, the Office of Minority Affairs created the Bellarmine University African American Alumni Association. It served as the liaison to the Louisville Urban League, Lincoln

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Foundation, Clarksdale Community Advisory Council, Chestnut Street Black Achievers Program, Clarksdale Community Advisory Council, St. Jude Foundation, West Louisville Boys Choir, Kentucky State Board of Education, Louisville Collegiate School and the Office of Multicultural Ministries, Archdiocese of Louisville. The Office of Minority Affairs partnered in hosting students on campus for the Whitney M. Young Scholars Program and college bound efforts. Over 100 middle school and high school students came to campus for financial aid and academic information sessions.

Bellarmino's athletics facilities are available to the public:

- "Bellarmino" track, listed in Louisville Magazine's "best places to run"
- SuRF fitness center
- Golf course (available for charitable outings)

The only sport that charges admission to games is basketball, so there are dozens of softball, soccer, baseball, lacrosse, tennis, cross country, and field hockey games that are offered free of charge. In addition, Bellarmine offers hundreds of free basketball tickets to organizations such as Big Brothers/Big Sisters over the course of the year.

In 2003-2004, physical therapy students (under direct faculty supervision) performed over 280 patient treatments in the Service Learning Clinic to members of the Bellarmine and local community. Conservative estimates of reimbursement for PT services is \$100 per visit resulting in \$28,000 in donated services. Physical therapy students and faculty provided free fitness and wellness screening. In 2003-2004, Bellarmine University physical therapy students provided nearly 35,000 hours of direct patient care during clinical education training in Kentucky, the region and nationally. This training benefited a variety of groups at Kentucky healthcare facilities, including the following:

- Bellarmine's athletic facilities. Care was offered to members of the Bellarmine athletic teams.

- The Veritas Society
- Louisville Youth Training and Fitness Center
- Local health fairs (Belknap Festival) and community events
- The Heuser Clinic. Mayor Abramson's Healthy Community Campaign "Tap into Fitness" benefited 250 children at 3 schools.
- Special Olympics of Kentucky at EKU. Care was given to 150 children.
- Local elementary and middle schools. Scoliosis screenings were undertaken for approximately 500 children.
- Local soccer tournaments and shopping malls. Backpack screenings were offered.
- Salvation Army of Louisville. Bellarmine students supervised exercise and wellness programming.

#### Business Support Services and Partnerships

Bellarmino's flagship technology program, the Center for Interdisciplinary Technology and Entrepreneurship, uses the acronym CITÉ. This acronym, also the French word for "city," connotes the international outreach and connection of the University and its programs, as well as its strategic and competitive location in the midst of Metro Louisville's business district in the bCatalyst building. CITÉ sponsors Bellarmine's Master of Arts program in Information Technology (MAIT).

The Small Business Development Center (formerly the Bellarmine SBDC) helped launch many successful business ventures.

Post-graduation tracking information collected from 75 percent of our May 2004 graduates indicates that 80 percent of our graduates sought jobs and 20 percent entered graduate school. A Career Center feedback survey indicated that Bellarmine students participated in 361 internships, 182 of which were paid experiences.



## Berea College

### Public Service Contributions

Through partnerships that Berea College has established with more than 40 local and regional organizations, about half of our 1,500 students work and serve at such community agencies as the American Red Cross, Berea Food Bank, Habitat for Humanity, Berea Hospital, and the New Opportunity School for Women, providing student labor worth more than \$150,000 per year.

Each year, Berea spends more than \$4 million on programs that serve the region, including the Berea Community School (\$123,000), student community service (\$393,000), Appalachian Fund (\$396,000), Upward Bound (\$700,000), Educational Talent Search Program (\$315,000), Brushy Fork Institute (\$240,000), continuing education/conferences (\$70,000) and a six-county Gear Up program (\$2.8 million a year).

Berea College has a long tradition of being a good partner with the community of Berea. In its early days, the college was responsible for many civic improvements, including bringing the railroad to Berea, establishing phone service for the town, operating the local newspaper, providing water and electricity to the entire town, and providing oversight for the Berea community for nearly 40 years until the city was incorporated in 1890.

Berea's reputation as a tourist destination originates with the college, which established and continues to nurture the community's activities in arts and crafts. Designated as the Folk Arts and Crafts Capitol of Kentucky by the state legislature, the City of Berea and Berea College have long been known for producing a wide range of craft items that are known internationally for their high quality.

Berea College attracts visitors who come to the college to participate in Elderhostels, to stay at the College's historic Boone Tavern Hotel, or to visit Ecovillage and learn about Berea College's accomplishments in environmental sustainability.

The College's Ecovillage is an intentional community whose members try to live a high quality lifestyle in a manner that does not degrade the environment. Included in the Ecovillage are 50 apartments for married and single parents with children; a state-of-the-art child care center for 120 children; a commons house for community meetings, meals and study; and Kentucky's first living machine that will treat sewage and greywater with natural rather than chemical processes. The village has increasingly become a destination for students of the environment.

Students for Appalachia is a community service program at Berea College with over 30 labor positions, 150 regular volunteers, and over 100 volunteers for specific seasonal events. Under Berea College the focus has been Madison County and Berea, where the program is located.

Berea College's Center for Excellence in Learning Through Service (CELTS) provides a network of support and resources as well as a common meeting place for students, faculty, staff and community partners involved with Berea's service-related activities. The opportunities for service, outreach, and service-learning facilitated by CELTS take place in the immediate Berea/Madison County community and in the larger Appalachian region. Examples of service sites include Berea Health Care Center (nursing home), Shriner's Children's Hospital, Spousal Abuse Center (a safe house located south of Berea), Oakwood Training Center, Pentecostal Children's Home, the Methodist Children's Home, Eastern State Hospital (mental facility) and the Rockcastle Respiratory Center. The Bonner Program offers 60 student scholarships for service to the Berea community.

### Services and Facilities

Berea College provides free access to the Hutchins Library (nearly 1,000 community members are active library patrons), free concerts and convocations

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(internationally known speakers, musicians, and other performances), and free use of playing fields, tennis courts, and other recreational areas.

The College features art galleries, Appalachian exhibits, special seminars and colloquia free and open to the public. Meals are often provided at these events.

Berea College funds an annual series of Convocations Programs with expenditures in excess of \$50,000. The convocations, which are open to the public as well as the campus community, include a wide array of nationally recognized educational and cultural performers, speakers, and entertainers.

### Business Support Services and Partnerships

The Entrepreneurship for the Public Good (EPG) program seeks to equip students of all majors to be agents of change and to connect them with entrepreneurs working to realize Appalachia's economic and social potential. Through the program, students learn how small businesses and non-profit agencies employ responsible practices to provide jobs and build healthy communities.

Berea College owns the College Bookstore, Boone Tavern Hotel, and College Crafts.

### Product and Service Innovations

Berea College has been issued a patent for a hazardous materials and waste reduction management software program system known as ChemMIST. It is described as a user-controlled chemical system for small, medium and large-sized organizations for use with a computer. The chemical inventory management system includes a chemical inventory control system allowing a user to manage chemicals from a central station, as well as the plurality of combined receiving and outpost stations, to allow for the tracking of individual chemical containers throughout its life. In addition, an environmental, health and safety information system as contained in the chemical management system allows the user to create customized chemical storage groups that are color-coded for a particular area. Also included is a safety equipment management system to allow accurate records to be kept of all safety equipment. Finally, an international chemical compatibility system is included with a compliance/education design to create compliance/education files for any country in the world.

## Brescia University

### Public Service Contributions

Brescia University's faculty and staff volunteer their services and knowledge to the people of Owensboro, Kentucky, in roles ranging from leader to laborer. Selected organizations in which services have been provided include: Leadership Owensboro; Owensboro Riverport Authority; Community Health Partners & Public Life Foundation; Owensboro Public Art Commission; the Boy Scouts; Targeted Assessment Project Advisory Board, for women transitioning from welfare to work; Drug Awareness and Prevention, Daviess County; Habitat for Humanity; Owensboro Medical Health Systems Ethics Board; Community Health Partners & Public Life Foundation; and Daviess County Library Board.

Faculty frequently share their research efforts in social work and aging with special interest groups, in educational classrooms, and with professional colleagues in a way that enhances community life. Papers and presentations before professional and community conferences include:

- Memory and Aging: Keeping Mentally Fit
- Living with Alzheimer's Disease
- Actions and Reactions of Alzheimer's Patients
- Risk Factors and Preventative Measures in Alzheimer's Disease



Brescia supports local school systems and educators in a variety of ways. Faculty serve as mentors to local educators preparing for the Special Education Praxis II exam; provide expertise and leadership in special education mediation; mentor first-year teachers in the Kentucky Teacher Internship Program; volunteer as guest speakers and serve as consultants for local schools; and even provide pro bono instruction to inmates at the Green River Correctional Institute.

Brescia faculty have taken leadership roles addressing issues of cultural diversity and Hispanic issues in Owensboro. Activities include serving as interpreters for the City Hall Forum for Hispanics and for the Latino Health and Safety Festival; serving on a local committee examining economic issues impacting Owensboro's growing Hispanic population; and participating on the Advisory Council for Migrant/Immigrant Shelter and Support (MISAS) and the MISAS-Housing Building Project for Hispanics.

### Services and Facilities

The Father Leonard Alvey Library, which includes over 225,000 volumes, a comprehensive selection of journals, and 15 electronic databases, is open to the public. Computers are available for research, as well as an extensive interlibrary loan service.

Brescia University is a proud sponsor of the Class of 2015, an Adopt-a-School effort at Foust Elementary School in Owensboro, Kentucky.

Brescia received the Owensboro PRIDE award for its contributions towards community beautification. This

award recognizes the significant improvements to the campus under President Sr. Vivian Bowles. During her tenure, Brescia has obtained support to close a portion of 7th Street, added an academic mall that is landscaped with indigenous Kentucky flora and stained the university's buildings to provide a cohesive color scheme.

The Brescia University Institute for Leadership Development and Service (BUILDS) sponsored Owensboro's first community "Candidates Forum on Leadership" during the 2004 mayoral race. Candidates for mayor spoke to students, faculty and community members about the leadership experiences that qualified them to be mayor.

Brescia hosted the Western Kentucky Catholic Forum on Human Cloning and Embryonic Stem Cell Research, an information session designed for community members seeking information about the Catholic Church's position on reproductive technologies like stem-cell research and cloning. A panel of scientific scholars and church leaders led a discussion about the scientific, religious, and political implications of this issue.

### Business Support Services and Partnerships

Through the Owensboro-Daviess County Asset Building Coalition, Brescia University is a site for free "E-file" tax preparation. Dr. Duane Smith, professor of accounting, volunteers as the site coordinator. Dr. Smith and six volunteers prepare tax returns annually for households with a designated income threshold below \$37,000.



## Campbellsville University

### Public Service Contributions

Kentucky Heartland Outreach, an affiliate ministry of Campbellsville University, has engaged volunteers in the repair of 225 homes of lower income citizens in the state's heartland region. Campbellsville University students are involved in these projects along with volunteer work groups from states and local commu-

nity host churches and organizations. Kentucky Heartland Outreach also is providing new construction services for lower income families in Campbellsville-Taylor County, including coordination of work for the local Habitat for Humanity chapter.

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Campbellsville University provided innovative scheduling and programming for displaced workers in a multi-county region over the past five years. This group included approximately 350 Fruit of the Loom and Batesville Casket workers as well approximately 75 workers in Clinton County who were displaced with the closure of textile plants in that community and in Pickett County, Tennessee.

Campbellsville University has facilitated the founding of Greater Campbellsville United (GCU). GCU is a non-profit group working to enhance race relations, ethnic reconciliation, and economic empowerment among the growing diverse population of the campus and local region. Activities of the group include a minority business enterprise program, community cultural diversity festival, advocacy for equal opportunity, outreach to the growing Hispanic population, interaction with business and industry in equal employment opportunity issues, and proactive approaches to economic empowerment.

Campbellsville University's Kentucky Heartland Institute on Public Policy has become a venue for visits to the campus and larger community by key elected officials (including state and federal) and highly respected speakers commenting on a host of public policy issues; coordination of a statewide consultation on marriage and family public policy issues; hosting of regional economic development summits and the gubernatorial candidate forum; and annual roundtable on faith-based perspectives on select public policy issues.

Campbellsville University is engaged in a number of community service and in-school efforts. Campbellsville football players have participated in reading programs in local school districts. Various college athletic teams participate in community service projects including the Kentucky Heartland Outreach program. Campbellsville education majors serve as in-school and after-school tutors and work at the city's after-school program designed to reach at-risk children and youth. Campbellsville's Christian Women's Job Corp program provides mentors to single mothers who are seeking to pursue an education and economic opportunity. Student groups join with Kentucky Heartland Outreach several times per semester to do community service projects in a multi-county region.

Campbellsville University hosts a leadership program for outstanding middle school students from three local school districts. These students meet throughout the school year on the campus and are introduced to a number of programs and issues, including govern-

ment, economic development, law enforcement, diversity training, and community needs. Approximately 30 students per year are served by this program.

Campbellsville University and Greater Campbellsville United sponsored a 2003 golf camp for minority and lower income middle school age students. Some 20 young people were served.

Campbellsville University annually hosts "Campus and Community Dialogue on Race," which involves several groups on campus and the community who come together during this period to discuss issues of race, diversity, and culture, to help participants learn more about each other and to overcome barriers that tend to separate people.

Campbellsville University hosts GEAR UP, Gaining Early Awareness and Readiness for Undergraduate Programs. The program is designed to encourage upcoming high school seniors to study, stay in school and take direct courses for college.

### Service and Facilities

Campbellsville University cosponsors the local Cornerstone Counseling Agency, which provides professional faith-based counseling services to community residents. Scholarship assistance is given to clients in financial need.

Campbellsville University's Carver School of Social Work and Office of Counseling and Career Services co-sponsor an annual free screening for depression during the National Screening for Depression Day.

Campbellsville University's School of Business and Economics and Office of Counseling and Career Services sponsor an annual Job Fair for area businesses and industries to meet with prospective employees who are students. Other area college students, including those at Lindsey Wilson College and Saint Catharine College, are invited to attend the job fair. Several hundred people attend individually.

Campbellsville University's fine arts division sponsors a number of art exhibits annually during the academic year. Several hundred people attend.

The School of Music provides a very heavy schedule of concerts during the year. Several thousand people attend these concerts, which feature special guest artists along with Campbellsville faculty and students.

The University's theater department offers four major performances during the year that include University students, faculty and staff along with local theatrical



groups. Each play is presented to several hundred elementary school students during the day, with approximately 1,000 adult guests per play attending during the evenings.

Campbellsville University's Clay Hill Memorial Forest serves as a 150-acre site for environmental research, hosts visits by approximately 2,000 public school students a year, environmental studies institute during the summer for public school teachers, and study of best practices for the timber industry.

Campbellsville University is participating in a consortium coordinated by Morehead State University, The Center for Rural Development, and Southeast Community College in which weather stations and GPS/GIS technology are installed on each campus site. This partnership will produce "real-time" weather and related data that will be available via computer worldwide. This partnership is being used as a model to test the feasibility of a statewide system of comparable nature.

The University's Technology Training Center and Greater Campbellsville United provided computers and technology training to approximately 250 qualifying community residents during the summers of 2003 and 2004.

Campbellsville University provides a low-power TV station on Channel 4 for on air programs, including live as well as tape delay broadcasts of Sunday Worship Services from local churches and other university and community programs. Programs that are telecast over Channel 4 are seen by subscribers of the Comcast Cable Company's Channel 10 in Campbellsville and Taylor County. The Comcast Cable Company provides the University with Channel 22, as a University and Community Channel to be used for continuous announcements.

Campbellsville University's TV station serves as an outlet for local church, business and community information.

### Business Support Services and Partnerships

Campbellsville University has been a key participant in "The Campbellsville Comeback." Campbellsville University has been involved in the founding and establishment of the Campbellsville-Taylor County Industrial Development Authority (also known as Team Taylor County), chaired by a Campbellsville vice president. Team Taylor County and Campbellsville have received national recognition for the economic recovery over a five-year period in which the nearly 4,000 jobs that were lost have been

replaced and exceeded. The role of Campbellsville University has been highlighted in local, state, national, and denominational publications and media. Most recently, the publication of the International Economic Development Council included the story of the University's role and the remarkable recovery story.

In June 2004, Team Taylor County, including Campbellsville University, received a national economic development award from the U.S. Department of Commerce. Campbellsville University participated with Team Taylor County, City of Campbellsville, and Taylor County in the appointment of a Telecommunications Task Force three years ago. The Task Force produced a report on the technology and telecommunications needs of the community and region. As a direct result of the report, Campbellsville-Taylor County has gone from having no high-speed internet access two years ago to having four providers of various types of high-speed service in 2004. The service is available in most areas of the county as well as in the city.

The University's Office of Church and External Relations has been directly engaged in the formation and leadership of Team Taylor County. The office also serves as the primary contact for the University and community with officials in Frankfort, Washington, D.C., and other points of contact related to economic and community development. The office is a point of coordination on local and area project development on a host of issues and projects, including efforts to build a new technology and commerce park, the highway 210 renovation project, ongoing efforts to construct the Heartland Parkway (a four-lane highway that would serve three of Kentucky's independent colleges), consultation with local governments in the area, heritage tourism development, the Heartland Regional Entrepreneurial Consortium, cooperative ministries with several community faith-based groups, racial reconciliation and economic empowerment, Kentucky Heartland Outreach, and the Kentucky Heartland Institute on Public Policy.

Campbellsville University's Technology Training Center has provided cutting-edge technology and telecommunication training to more than 4,000 citizens of the heartland region over the past three years. Grant-writing assistance is also available. The Center also provides customized training for business and industry, coordinates the work of a three-county industrial consortium, and offers excellent meeting space for a number of community organizations as well as the community-at-large.

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The Campbellsville School of Business and Economics provides a weekend trimester master's of business administration degree program that is designed to meet the needs of area business and industry. A "Friends of the School of Business and Economics" committee provides advice and input to the Dean of the school in designing programs of interest. The school also is providing outreach and consultation to the work of Team Taylor County and the Technology Training Center.

The President's Office, Office of Church and External Relations, and Office of Development work closely with community organizations and leaders in building very close "town-gown" relations. Regular meetings are held with local community political and civic

leaders. Various constituent boards and committees of the University are designed to include representatives of the political, civic, and economic sectors of the community and region. Campbellsville University is certainly recognized as one of the community and region's premier institutions and a source of innovation and leadership.

In 2003, Campbellsville University secured the services of Younger and Associates of Jackson, Tennessee to perform an economic impact study on the institution's direct impact on the local and area economy. The study revealed that Campbellsville has a total economic impact of around \$80 million annually and is responsible for the creation of more than 1,000 jobs in the local economy.



## Centre College

### Public Service Contributions

Two Centre College alumni, one of whom works at the College, founded Danville's nationally recognized Main Street Program, The Heart of Danville.

A Centre faculty member served for many years as president of the Perryville Battlefield Preservation Association, which is recognized as one of the nation's leading Civil War battlefield preservation organizations. Alumni continue to be prominent in running Perryville Battlefield. Students use it as a resource for archeological study and other study, as well as service locale for volunteer work.

As chairman of the Community Development Council, a Centre staff member led the drive to convince the U.S. Postal Service to build its new post office in downtown Danville, rather than on the bypass, maintaining this facility's important role in preserving a vibrant downtown.

Centre faculty and staff founded and continue to be active in the local community theatre, which is named for a Centre College professor.

A retired Centre faculty member spearheaded the

effort to convert the old Federal Building into a community arts center.

Centre faculty and staff serve on the boards of organizations including The Heart of Danville, the Community Development Council, the Chamber of Commerce, the United Way, the Pioneer Playhouse, the Boyle County Industrial Foundation, the local chapter of the American Red Cross, the Danville-Boyle County Humane Society, and on the boards of deacons or elders of many local religious congregations.

The College partnered with members of the community to create "The Hub Coffee House and Cafe," a joint venture in which the College relocated its bookstore to the downtown district of Danville in order to partner with a local coffee shop.

C.A.R.E. (Centre Action Reaches Everyone) is Centre College's umbrella volunteer service organization. The student group serves as a liaison between Centre's campus and the Danville/Boyle County area by providing an extensive variety of opportunities for giving for Centre students, faculty, and staff. The following events were sponsored by the Office of Community Service in coordination with the student

group Centre Action Reaches Everyone (CARE) during the 2003-2004 school year: Freshman Service Plunge, Fall LIFT (semester-long enrichment program for area children), Blood Drive, CARE Trick-or-Treat, Centre Favors Silent Auction, Angel Tree Project, Nursing Home Gift Collection, Salvation Army Bell-ringing, Spring Lift, Read Across America Day, Bowl for Kids' Sake, CARE Spring Service Plunge, Home Repair Affair, and Clark's Run Reforestation Project.

The Bonner Leaders Group, a cohort of 15 students specially selected for their commitment to service and leadership, performed service at the following agencies during the 2003-2004 school year: Woodlawn Children's Campus, Comp Care After School Program, Danville Adult Education and Literacy Center, Big Brothers Big Sisters, Humane Society, Rape Crisis Center, Recycling Center, Salvation Army, and the Alternative School (Bruce Hall Day Treatment). In addition, in conjunction with the Office of Religious Life and the Office of Community Service, the Bonner Leaders Program sponsored Poverty and Homelessness Week.

Through a series of events and a letter-writing campaign led by the student group Up 'Til Dawn, the campus raised nearly \$15,000 for St. Jude Children's Research Hospital.

Centre College's Greek community provided 5,841 service hours to local and regional organizations in 2003 and 2004. Approximately \$34,000 of total funds

were raised through projects that were undertaken for the Housing Authority, the Salvation Army, St. Jude Children's Research Hospital, the Humane Society, Bowl for Kids' Sake, and many other organizations.

Centre College is one of three campuses in Kentucky that hosts the Kentucky Governor's Scholars Program, which provides an intensive summer residential experience for academically-gifted high school juniors.

### Services and Facilities

Centre College's Norton Center for the Arts serves as a cultural center for the region and offers world class performances and art exhibits that are free to the Danville community. About 40,000 to 50,000 community members attended a featured exhibit on the Holocaust.

Many prominent speakers have come to campus, including Nobel Peace Prize Laureate Elie Wiesel, Pulitzer Prize Winner Diane McWhorter, Supreme Court Justice Sandra Day O'Connor, Journalist Bob Edwards, Naomi Tutu, novelist Barbara Kingsolver, and others.

Most athletic events are free.

Library is open to the public for free use on site of all materials. A library card is available for a one-time fee of \$10.00.



## Georgetown College

### Public Service Contributions

Georgetown College supports Kentucky's horse economy through volunteer work with the Kentucky Equine Education Project's (KEEP) booth at various events such as tennis tournaments and fairs. Faculty members provide consultation to KEEP and incorporate KEEP's themes and philosophies into college events.

Faculty members serve as mentors to gifted children in the local area.

The college assists local schools with drama productions by providing props, costumes, scenery, and, at

Scott County High School, assistance with set-building.

Workshops are provided for the Kentucky Theatre Association. The college also provides help with the audition/selection process for the Scott County Board of Education Drama, Gifted and Talented Program.

The college serves on the Kentucky Department of Education Arts Advisory Committee.

Quest Farm, a working farm home for people with developmental disabilities, was established and directed

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for more than 20 years by two Georgetown College alumni. Service has been provided through membership to the board, fund raising, and students volunteering and donating/delivering meals from campus.

Through the Phi Beta Lambda Partnership with the Business program, students have worked with elementary school students teaching them about business by starting cookie companies.

Georgetown College athletes have participated in the “Love to Read” program traveling to elementary schools in Fayette and Scott counties to read to children. They have also served as role models and speakers through D.A.R.E.

Georgetown sororities and fraternities have an invaluable relationship with Garth Elementary. Over the past two years they have volunteered their time assisting Garth with their carnival. Additionally, they have helped with the school’s open house.

Georgetown College’s “Leadership for Change” class that is offered each spring combines service learning projects with theory. Over the past four years there have been eight groups each spring semester involved in doing a needs assessment for an agency (such as the Salvation Army, Cardinal Hill Hospital, and a children’s abuse center in Lexington) and then working with that agency to help meet goals.

Georgetown College’s Greek community contributes to the greater community and world as a whole providing numerous hours of community service and raising money for their philanthropies. The fraternity and sorority philanthropies include: The Hole in the Wall Gang Camps in Florida, Children’s Miracle Network, University of Kentucky Children’s Hospital, Maine Sea Coast Mission, Alzheimer’s Association, North American Food Drive/Salvation Army, CheckPoint Readiness Center, Prevent Child Abuse America, Muscular Dystrophy Association, Animal Shelter, Girl Scouts, and Relay for Life. A fraternity’s annual food drive each year helps stock the shelves of the AMEN House that provides emergency food, shelter and transportation to transients and Scott County residents in need.

The President and Chief Financial Officer of Georgetown College serve on the board of the Center for Quality People and Organizations, Inc., a non-profit organization formed through the joint efforts of the Scott County School System and Toyota Motor Manufacturing.

The College secured funding through a grant to restore Ward Hall, which is Kentucky’s premier

antebellum Greek Revival mansion and grounds. This historic landmark serves as an educational center for Kentucky’s agricultural and manufacturing past.

The Underground Railroad Research Institute explores and documents the historical, social, political, and economic contributions of African Americans, women, and antislavery Europeans in America.

### Services and Facilities

Georgetown College offers faculty service and leadership in the Kentucky Educational Speech and Drama Association (KESDA) and provides space and equipment for KESDA’s use. In addition, Georgetown College provides the Community Theatre with the use of our facilities, equipment, and costumes.

Georgetown College brings world-class talent to campus through the Foust Artist Series. This series provides cultural enrichment of the college, community, and friends of the arts in the surrounding area.

Every semester free concerts are offered by campus performance groups. The Handbell and Chapel Brass concerts, as well as our Faculty Music recitals and Recital Hours, are free to the public. It is not unusual to have hundreds of parents and members of the public in attendance at some of our primary ensemble performances.

Georgetown College Theatre strives to present quality entertainment to the central Kentucky area. The Georgetown College Maskrafter theatre group is the oldest collegiate theatre company in Kentucky and offers traditional theatre, an emphasis on creating original work and new initiatives in digital motion picture art.

Faculty are heavily involved in the Kentucky Humanities Council through the performances of historical characters Adolph Rupp and Henry Clay. These shows take place in Kentucky and surrounding states. Faculty members also assist the Kentucky Humanities Council with writing teacher guides for historical characters.

The Anne Wright Wilson Fine Arts Building features one of the largest galleries in Central Kentucky, enabling the college to host world-class exhibits. Solo and group exhibitions are on view to the public, free of charge, featuring the work of regional, national, and international artists, in addition to offering space for art faculty and student exhibits.

For the past two years Georgetown College has hosted the Kentucky Heritage Quilt Society’s annual quilt show.

Members of the Art Department have worked as collaborators for the KET Visual Arts Toolkits which provides multimedia resources designed to help K-12 students learn about and enjoy the arts.

### Business Support Services and Partnerships

The Thomas and King Leadership and Conference Center is used by businesses and organizations for

meetings, conferences, training seminars, wedding receptions, and banquets. During the summer, it serves as the headquarters for the Cincinnati Bengals training camp.



## Kentucky Christian University

### Public service contributions

Kentucky Christian University is the third largest employer in Carter County, a traditionally economically depressed county in eastern Kentucky.

Students are required to participate in six .5-hour credit service programs that directly impact the lives of people in our community and region.

The School of Education coordinates a grant-funded program to conduct technology training for local teachers.

The School of Nursing conducts a series of health screenings that are available to members of the community.

### Services and Facilities

A variety of art exhibits, musical performances, plays, and other cultural events are offered to the community every year.

Carter County is one of only two counties in the state of Kentucky having no public library, so the University

is pleased to offer this desperately needed service to our surrounding region.

The physical facilities and property of the University are used extensively by members of the community. As an example, the Grayson Youth Soccer League uses campus grounds and facilities rent free to operate their 250 player leagues throughout the year.

### Business Support Services and Partnerships

Kentucky Christian University serves as a leading Internet Service Provider (ISP) to the citizens of Carter County.

The University provides technology and leadership training to businesses and non-profit organizations located throughout the Northeastern Kentucky region.



## Kentucky Wesleyan College

### Public service contributions

Students provided approximately 10,000 community service hours to local organizations, events, and charities during the 2003-04 school year. The organizations benefiting from the students' services included Cravens Elementary School, American Red Cross,

Alzheimer's Foundation, Boulware Mission Center, Owensboro Area Museum, YMCA, Sutton Elementary School, Girls Incorporated, and Colours Over Owensboro.

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Faculty and Staff provided over 1,300 community service hours to local organizations, events, and charities during the 2003-04 school year. Some of the organizations benefiting from their services were OASIS Board, Owensboro Symphony Orchestra, Chinese Film Festival, Third Baptist Church, UMC, Pitino Shelter, Daviess County Schools, Boulware Mission, Noon Optimist Club, United Way Allocations Committee, Special Olympics, OCC Food Group Ministry, Public Library Foundation, City of Lewisport, and the Farm Museum.

Faculty engage in a variety of research projects that provide a direct benefit to local organizations and members of the community. One example is a study examining democratic accountability and transparency at a local hospital sponsored by the Public Life Foundation.

Campus athletic events, which include games in football, soccer, basketball, volleyball, baseball, softball, and tennis, bring approximately 116,000 visitors per year.

#### Services and Facilities

The Master Speaker Series at Kentucky Wesleyan College brings top national speakers to the commu-

nity and region to speak on a variety of economic and cultural topics. In addition, the College offers several annual lecture series, all of which are free and open to the public.

The Library Learning Center is a selective Federal depository library, which means that it is one of only two locations in western Kentucky to receive and house government documents. In addition, the library also offers inter-library loans to other libraries in the area, and offers access to students from other colleges in the community.

Listeners within a 30-mile radius of Owensboro, KY enjoy news, sports, and bluegrass music on WKWC, a 5,000 watt FM station staffed by Kentucky Wesleyan students. WKWC is the only station featuring bluegrass music in the area, which helps promote tourist attractions such as the Bluegrass Museum and the annual Bluegrass Festival.

#### Business Support Services and Partnerships

The newly opened Yu Hak Hahn Center for the Sciences at Kentucky Wesleyan College offers area businesses the use of dedicated laboratory facilities for research and development purposes.



## Lindsey Wilson College

#### Public service contributions

More than 5,000 hours of community service offered to community and region through student teaching, free mental health counseling, youth sports camps, children's theater productions, and other projects throughout the community.

Area high school seniors are allowed to take select college-level classes for \$185 per hour.

Area senior citizens may enroll in select classes for free.

The College hosts CenterNet for Adair County.

The College loans faculty to area high schools when needed for specialized courses. For example, a

chemistry professor travels to nearby Clinton County three days a week to teach the subject at the school because the district has been unable to attract a full-time chemistry teacher.

More than \$5 million annually is offered to Lindsey Wilson students through institutional financial aid, a majority of whom are from Southcentral Kentucky.

Financial support is provided to area school extracurricular programs—both athletic and academic—through sponsorships. The college contributes more than \$5,000 annually to these school programs.

The campus sponsors an Upward Bound program, which serves 50 high school students from the region.



The Mathematics and Science Division participates in the Kentucky watershed project.

Free financial aid counseling is offered to area families, regardless of which college or university they plan to attend.

### Services and Facilities

Between 12 and 20 cultural affairs events and 5 and 8 gallery exhibits are offered to the community each year.

The Roberta D. Cranmer Dining & Conference Center, Cralle Student Union Building, and Katie Murrell Library are offered to the community for civic group meetings.

### Business Support Services and Partnerships

Through a partnership with the Kentucky Community and Technical College System (KCTCS), Lindsey Wilson College educates about 450 students at KCTCS campuses in Ashland, Cumberland, Hazard, London, Maysville and Prestonsburg. After graduating from a KCTCS campus, students may earn both bachelor's and master's degrees in counseling and human development from the Lindsey Wilson School of Professional Counseling. The program, which is nationally accredited and considered a model small-college counseling program, helps address a critical shortage of mental-health professionals in Kentucky.



## Midway College

### Public service contributions

Contributions to the community in the area of math and science focused primarily on environmental concerns and making sure that our public school students—the future leaders of our country—appreciate and understand the role of science in our society. The Math and Science department participated in the following efforts:

- Water shed project on Midway College campus
- Ecology stream project in Midway, KY
- Judging Science Fairs in the Midway/Lexington area
- Blood Drive in the greater Lexington/Midway area

The Division of Teacher Education engages the local community in efforts to improve the learning of K-12 students. One effort engages college faculty in a comprehensive tutoring program for students in grades K-3 in the areas of reading and writing. Additionally, a program is underway to recruit future teachers at the high school level through the FTA organization.

The Business Division regularly contributes to the local community through outreach projects that provide free tax preparation services to citizens who are unable to afford commercial tax preparation costs. Additionally, Business faculty assist area Boy Scouts and Girl Scouts in achieving badge activities that relate to business and economics. Lastly, one new program in the Business Division is working with prisoners to prepare them for transitioning to the workforce upon release from prison.

Activities from the Nursing Division center on free health services for public school students and informational sessions for potential nursing students at the high school level. The Nursing Division has routinely conducted free blood pressure checks during fall festival activities, which have drawn a large and diverse array of citizens from the surrounding area. Like the Business Division, the Nursing Division also assists Boy Scouts and Girl Scouts who are obtaining badges in the area of health.

The Equine Science Division is readily engaged in serving the equine community in the region through

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online and in-person expertise. Equine science faculty provide the following assistance to local events and organizations:

- Expertise at the Rolex Event at the Kentucky Horse Park
- On-line expert guide for broad access
- Farm assistance project for area farms
- Contest judging in local equine competitions

#### Services and Facilities

Midway College provides free access to community groups and others free of charge on a routine basis. Facilities provided include the following:

- The Little Memorial Library
- Amphitheatre and Anne Hart Raymond Auditorium
- The Marshall Gymnasium
- Starks Classroom Building

The Arts and Humanities division explored the

development of a community lecture series through the Kentucky Foundation for the Humanities. During the spring 2005 term, the division was responsible for developing a Women's History Month series of lectures and conferences that were held at Midway College. Additionally, the Arts and Humanities division assisted in the Empty Bowl Project which provides funds and support for needy citizens in the greater Midway/Lexington area.

#### Business Support Services and Partnerships

Midway College is currently involved with the Bluegrass Alliance for Women as part of the Governor's Task Force on the Economic Status of Women. The purpose of this partnership is to conduct studies into how laws are applied differently in KY based on race, ethnicity, gender, disability, age and sexual orientation.

Midway College is hosting a conference in March 2006 that addresses economic development issues related to women in Kentucky.

## Pikeville College

#### Public service contributions

The Pikeville College School of Osteopathic Medicine has graduated 228 physicians since opening in 1997. Forty-two percent (42%) of the first group of 53 physicians who started practice in 2004 are practicing in the state of Kentucky, half located in the Eastern Kentucky region. With an estimated annual impact of \$2 million each on their local community, and an additional \$1.5 million impact on the referring hospital, these physicians are already having a tremendous impact on the regional and state economy.

The College offers an array of art and dance classes not only to its students, but also to the community at large through its extensive Community Education programming.

K-12 Teachers in Pike County, KY, Wayne County, WV, and Buchanan County, VA who have participated in the Booth Teacher Training Initiative have become more proficient in incorporating technology into their curriculum.

The Math and Science Resource Center performs educational workshops with regularly featured topics, as well as new topics requested by community members.

The Office of Student Services and Testing accommodated the testing needs of the community by offering convenient access to state and national test administrations and proctoring for individual exams.



## Services and Facilities

Physical Resources available for use by the community include Pikeville College Gymnasium, Baseball and Softball Fields, Tennis Courts, Booth Auditorium, Allara Library, Computer Labs, Osteopathic Telemedical Center, Bailey Educational Resource Center, and Student Center.

Cultural Events and Human Resources available to the community include Guest Concert and Lecture Series, Art Exhibits, Theatrical Productions, Athletic Events, Religious Ministry and Programming, Community Education Program, and Faculty-Student Community Involvement.

The College hosts a concert series with performers who showcase different types of music, supplemented by a number of local concerts featuring the College's concert band and choir.

## Business Support Services and Partnerships

Pikeville College and the School of Osteopathic Medicine are involved in several initiatives and volunteer activities within the region and state which help improve economic opportunities. The President of the College, former Governor Paul Patton, several executive staff members, faculty and students are involved in various civic and volunteer organizations.

Some of the organizations with representation from the College are the Pike County Chamber of Commerce, the Pikeville/Pike County Industrial Development and Economic Authority, the East Kentucky Corporation, Leadership Pike County, East Kentucky Exposition Center, Mountain Water District, Appalachian Regional Healthcare, Pikeville Medical Center, and other organizations working to improve the economy and quality of life in the county, region and state.

A unique partnership between Pikeville College, the Kentucky Cabinet for Economic Development and Eastern Kentucky University is working daily to encourage and stimulate technology-based entrepreneurial activity in an eight-county region. Pikeville Area Innovation Center (PAIC) is a business accelerator charged with developing Eastern Kentucky's economy through the creation of "New Economy" jobs. The PAIC enables clients to develop innovative knowledge-based business opportunities in an ever changing market. The PAIC supports the creation of new business by fostering entrepreneurial opportunities; assisting clients with the application of appropriate technology; and providing access to a synchronized statewide support network including capital, web-based resources, technical guidance and reference materials.



## Spalding University

### Public service contributions

Spalding serves the Louisville area by offering flexible day, night, and weekend undergraduate and graduate programs that offer access to quality education for both traditional and non-traditional age students.

Staff members are encouraged to take off 4 hours per month to volunteer for a service organization of their choice.

The undergraduate psychology program has about 20 senior students volunteer their services to a variety of community agencies through the undergraduate practicum requirement. The estimated annual economic value to the community is \$28,500.

The School of Social Work provides continuing education, consultation, and assistance to human service programs in the state.

Occupational Therapy faculty and students provide over 30 hours of community service to local organizations on an annual basis by coordinating the following activities:

- Development of a Social Skills Training Program for at-risk adolescents in an after-school program at both Lighthouse Ministries and Neighborhood House.

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- Establishing the effectiveness of an incentive program on attendance, academic performance and behavior of at-risk children and adolescents in an after-school program.
- Providing consultative services to New Directions Housing Corporation in Louisville. The goal of this work is to enhance the community at Russell apartments, a residence for over 85 senior and individuals with disabilities who have low socioeconomic status.
- Offering a lifelong learning technology project to assist elders. The purpose of this project is to support and enhance individuals' ability to effectively interact with their environment through computer use. Objectives of this program are to provide the least restrictive environments for new learning, establish curriculum, establish computer set-up, and provide adaptive equipment for a local adult day program.
- Participating in Aging in Place initiatives by providing caregiver seminars and home consultations services. Caregiver seminars are also carried out in local corporations.
- Maintaining a sensory garden at the Cardinal Hill Rehabilitation Center for Easter Seals.

Fifteen (15) education teacher candidates complete 80 to 100 hours of service learning in area schools each year.

The Master of Fine Arts (MFA) in Writing students and faculty hold a monthly community reading series for local writers to read at the Rudyard Kipling restaurant.

Each year the MFA offers about a dozen hours of readings open to the public. These free readings are publicized widely in the local media and result in about 200 people a year from the community coming to hear the readings.

The MFA has a partnership with the Brown Hotel. We bring in revenue to the hotel and local restaurants for 20 days each year. Some MFA faculty and guest readings are aired on *The Spoken Word*, a radio show which is heard on more than 30 NPR stations in the southeast.

Three times a week the Spalding University Nursing program offers Mobile Wellness to people in the Louisville area who do not have access to medical services.

Eighteen (18) Spalding University faculty and staff members serve as volunteers in Every1Reads — a community-wide effort to have every child in Jefferson County Public Schools reading at grade level within four years.

A member of the natural science faculty volunteers 10 hours per month to work with the Immune Deficiency Foundation and to tutor at Hite elementary school.

In conjunction with several local not-for-profit human service agencies, the School of Social Work hosts staff training and development services as well as an annual legislative issues and advocacy symposium.

### Services and Facilities

Three natural science faculty members volunteer each March to serve as judges at the Louisville Regional Science Fair.

### Business Support Services and Partnerships

The MFA has partnerships with Carmichael's bookstores, the Pleiades theater group, and *The Spoken Word* of Public Radio South. This past May, a "Writing for Children" conference was held, which brought in 55 participants who stayed at the Brown Hotel and supported other local-area businesses.



## St. Catharine College

### Public service contributions

St. Catharine students participate in service opportunities ranging from Habitat for Humanity to nursing homes visits. During the annual Stewardship Week Festival, St. Catharine students and faculty participate in clean-up and beautification projects with local hospitals and nursing homes.

The College has begun to establish a series of professional development opportunities in the health care field. Most notable at this point is a series of regular forums for radiography and medical imaging managers from regional hospitals. The college, through its clinical affiliations, maintains active relationships with an average of 28 hospitals and clinics throughout central Kentucky and Southern Indiana.

The College hosts an annual Elizabeth Maddox Roberts conference which draws scholars from as far away as Connecticut. Roberts (1881-1941) was a Southern author and literary figure from Springfield.

The College offers discounted dual credit instructional programs including both general education and pre-college developmental work to 75 to 110 students per semester. ACT preparatory classes are also offered.

During election years, the College hosts candidate forums offering both the college and the community to hear from various candidates for local, state, and national office.

### Services and Facilities

Mid-Kentucky Arts, an arts organization operating in partnership with the college, produces 4 annual concerts with a total of 8 to 10 performances each year in Springfield, Lebanon, Bardstown, and Louisville. They also perform free at the Stewart Home in Frankfort, as well as co-sponsor events with the Springfield Fund for the Arts.

The College has outdoor soccer, baseball, and softball facilities and an indoor basketball gymnasium which can be made available for use to organized groups free

or at a minimal charge. The college's intercollegiate athletic events are open to the public free of charge. Church and community sports teams and cheerleaders are invited to games and, often, to play exhibitions.

A public education and career opportunity fair for the health care professions, which is attended by an average of 15 regional hospitals and health care organizations, is held annually.

The College hosts an annual regional College Fair which is attended by representatives from 35 to 40 regional colleges and universities and draws over 1,000 high school and community college students from the region. The college also hosts middle school tours for schools participating in Project Gear Up.

The college Musician-in-Residence is developing a high school Honors Chorus concert for 2006, which is planned to be an annual event.

The College makes its library available for public use on a 60-hour per week schedule. The library offers both its physical collection and computer terminals with access to the most complete menu of on-line collections and resources for business, science, healthcare, and other subjects in the area.

The College now makes available a selection of 17 conventional classrooms and seminar rooms, an auditorium, dining facility and concert hall. This is the most comprehensive single set of facilities available in the area for community education activities. Support has been provided to the Kentucky On-Site Wastewater Association, EMT training, the University of Kentucky Principalship Certificate Program, various Chambers of Commerce, local Development District meetings, church groups and others. Many services (other than catering or technology support) are provided free of charge.

The College Ecology and Citizenship Studies program, in cooperation with the Dominican Earth Center, provides environmental education and awareness programs in the area. Workshops on

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lobbying, organic and community gardening, children's activities, green architecture, and other areas are offered. Most are free or involve minimal resource costs.

### Business Support Services and Partnerships

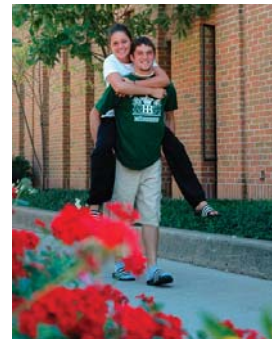
The College's estimated annual recurring economic impact in the community is approximately \$6,467,000 (direct plus multiplier). The non-recurring economic impact of capital expenditures over the last five years has been approximately \$26,000,000 (direct plus multiplier). This figure includes the construction of a \$10,000,000 Health and Sciences academic facility which represents a major investment in the capacity to launch joint education and training programs in support of regional health care. The college provides approximately \$600,000 annually in direct scholarships and aid to students.

The College is directly involved with and represented on the Springfield-Washington County Economic Development Authority (SWEDA) in development of

a new 400 acre industrial park, including recruitment and retention efforts. The college is also directly engaged with local development agencies in Nelson and Marion Counties and is partnering with the U.S. Small Business Administration for information programs and resources.

St. Catharine College provides daycare and early childhood training support to the Lincoln Trail Development District and Head Start Programs. In addition, there is a fully functional Head Start and Daycare Center on Campus operated by the Lincoln Trail Development District, which serves the community and functions as a training center for childcare providers.

The College hosts a one-stop career service center on campus which is open to the community.



## Thomas More College

### Public service contributions

The Biology Field Station conducts research and testing that supports local industries, strengthens the area ecologically, and provides critical hands-on experience for our students. The research is well known for its advances regarding Kentucky plant life, indigenous species, microbiology, immunology, and aquatic biology. The Field Station also hosts day-long programs for local elementary, high school, and college groups.

The Science department offers a summer workshop for 15-20 teachers and a week-long science camp for 10-15 high school students.

The college has been awarded numerous grants from the National Institutes of Health and other programs which bring additional recognition and dollars to the state.

The Chemistry Department has received numerous National Science Foundation grants for instrumentation.

Research in Social Sciences includes psychological research related to retention and border studies.

International Student Initiatives include the following:

- Jamaica Service Project involves students spending a week caring for handicapped children in a medical facility in rural Jamaica. A second week is spent designing and implementing a construction plan for a rural school in Jamaica. Before the trip, students raise the money needed for travel and supplies.
- In a migrant house in Juarez, Mexico, 5 to 8 students work in construction, cleaning, meal preparation, teaching, and grounds maintenance. The migrant house services 600-1500 migrants a year.

The student service activities include the following:

- Mentoring and tutoring elementary inner-city students 8 hours a week. The mentoring/tutoring is undertaken by 13 Honor Students and 6 Education majors.
- Gathering inner-city parents and children to feed them a hot dinner.

- Organizing Easter Egg Hunts to benefit inner-city students in the Biggs Early Childhood Development Center.
- Coordinating safe trick or treating on campus for local and inner-city elementary students.
- Providing volunteer income tax assistance to low income individuals.
- Participating in home construction for underprivileged families through Habitat for Humanity.
- Fundraising for cancer research.
- Partaking in Alternative Spring Break trips that enable students and the campus ministry to work with several inner-city agencies in Chicago.
- Service-based academic credit.

Students go to Oaxaca, Mexico for 3 weeks. This is a service-based and Spanish language experience.

Students go out in local community to work at non-profit facilities.

The Urban Learning Center is a joint project of three institutions of higher education (including Thomas More College) that offers college courses to adults in the inner city free of charge.

Faculty and Staff compete in a spelling bee with Northern Kentucky and Southern Ohio businesses and schools to raise funds for literacy.

The Dual Credit and Early Admissions Program offers college courses to approximately 60 students in the tri-state area.

Faculty research in history has provided contributions to the Northern KY Encyclopedia Project.

Local high school students take the ACT at Thomas More 4 times a year, impacting 1,200 students.

The college engages in fundraising activities to support the Fine Arts Fund and United Way.

### Services and Facilities

The Villa Players perform 3 major productions a year with 600-700 attendees per play.

The College boasts a lecture series that touches on topics ranging from the Catholic Church in modern times to Irish history and culture.

Cultural exhibits such as "Facing Prejudice" and the Dr. Seuss Holocaust exhibit are open to the public.

The College provides facilities for Summer Athletic Camps, Band Camp, and the Balmoral Piping and Drumming Seminar.

The campus hosts an annual luncheon that invites lawyers and politicians in the tri-state to honor St. Thomas More.

Democratic and Republican nominees for the Fourth Congressional District participated in an open forum at the college to discuss their platform, beliefs, and background before the November 2004 election.

The Thomas More College Library is open to the public, extending reciprocal borrowing privileges to patrons of the 45 member libraries of the Greater Cincinnati Library Consortium. It is a Partial Depository Library and receives government documents that are available for residents of the 4th US Congressional District.

Thomas More College hosts and contributes at the following civic and educational meetings: Council of Partners, Consortium for the Advancement of Adult Higher Education, Greater Cincinnati World Affairs Council, Education Alliance, Teacher Leadership Northern Kentucky, Covington Partners for Prevention, Northern KY Associations for School Superintendents, and the Greater Cincinnati Consortium of Colleges and Universities.

The Bank of Kentucky Observatory offers special events for the community, including an opportunity to view Mars and lunar eclipses with an accompanying lecture.

Eight hundred (800) students from the state of Kentucky compete in the "Odyssey of the Mind" academic challenges on campus.

North Key, a mental health organization, holds monthly meetings on campus for 20 members.

College Goal Sunday is hosted by Thomas More College for the Northern KY region. It is sponsored by various agencies to educate parents and students on filling out the Free Application for Federal Student Aid (FAFSA) form.

The People Speak promotes citizen dialog on issues of global importance such as poverty, hunger, and health. It is hosted by Thomas More College and the World Affairs council.



## Transylvania University

### Public service contributions

Transylvania's Office of Community Service and Leadership serves as a resource for community service and service-learning for the university community. Faculty, staff, student groups, and individual fundraising efforts yield over \$20,000 for service agencies, and the campus community collects over 20,000 pounds of food.

Transylvania organizes two pre-orientation service programs for first-year students—Jump Start and First-year Urban Program. The programs are arranged as an urban plunge with first-year and upper-class students providing community service to a variety of agencies. Through Jump Start, students have contributed 936 hours of service to Land Between the Lakes Association, the National Forest Service, the International Book Project, and the University of Kentucky Arboretum. First-year Urban Program participants volunteer with agencies such as the Community Action Center, the Nest Daycare, the Lexington Humane Society, Metro Group Homes, Rails to Trails and the Carnegie Center for Literacy and Learning.

The Peanut Butter and Jelly Club was created to support the Hope Center's Mobile Outreach program. Each Wednesday, students make peanut butter and jelly sandwiches for distribution via the HopeMobile at their Broadway Christian Church location. The program began in January 2005, and has logged 142 hours of service for the homeless in Lexington.

Through "Ready Set Study," the Carnegie Center for Literacy and Learning and Transylvania sculpture students worked together to support local students who didn't have a place to study in their homes. The art students designed and made a desk for each of the elementary students with help from campus Greek organizations.

Recent civic programs planned by the college have included creating a Web page with absentee ballot information, hosting "Debate Watch!," presenting

"The People Speak: America's Role in the World," and a panel presentation by students who studied abroad during the 2004 U.S. elections speaking about what life was like as a U.S. citizen in another country during the election.

Each year Transylvania hosts a volunteer fair to inform the student body of the wide range of volunteer opportunities available in Lexington.

Each year a group of Transylvania students foregoes their traditional Spring Break vacation to do volunteer work at sites throughout the country.

Student volunteers teach classes for developmentally delayed adults in the Lexington community. Classes cover a variety of topics, including home economics, arts and leisure, cultures around the world, music appreciation, and "the way things work."

Transylvania's William R. Kenan, Jr. Lecture Series brings respected experts and well-known speakers to campus. The lectures are funded by a grant from the William R. Kenan, Jr. Charitable Trust and are free and open to the public. Speakers in the series have included Nobel Peace Prize winner Elie Wiesel, authors Kurt Vonnegut and Joyce Carol Oates, historians Doris Kearns Goodwin and Shelby Foote, arts advocate Beverly Sills, and former U.S. trade ambassador Charlene Barshefsky.

Transylvania hosts Kentucky Governor's School for the Arts. This annual three-week, highly competitive program immerses 230 Kentucky high school students in eight artistic disciplines.

Transylvania offers various athletic and academic camps for children ages 7 to 18 throughout the summer.

Many students make significant community service contributions to Lexington through the work study program.

Student-faculty research is supported by the endowed Kenan Fund for Faculty and Student Enrichment and the Jones Fund for Faculty Development.



Each year, Transylvania students, faculty, and staff participate in the Lexington community's Martin Luther King, Jr. Day program.

In order to involve the campus community with the many diversity programs in Lexington, the director of multicultural affairs actively stays involved with several organizations including the YMCA Black Achievers, the Lexington Network, the Lexington Commission on Race Relations, the Humanitarian, and the Kentucky Conference for Community and Justice (KCCJ).

Transylvania's Multicultural Affairs Office sponsors the Diversity Dialogue program, where students, in a roundtable format, engage in a series of discussions on diversity issues that pertain to the world as well as campus.

Transylvania has graduated two U.S. vice presidents, a Supreme Court Justice, 50 U.S. senators, 101 U.S. representatives, 36 governors, and 34 ambassadors in its 225 years of existence.

### Services and Facilities

The Morland Art Gallery hosts a variety of exhibitions each year by regional, national, and international artists as well as student and faculty artists and works drawn from private and public collections. The gallery, which is free and open to the public, participates in the popular Lexington Gallery Hop.

The Volunteer Income Tax Assistance (VITA) program helps taxpayers with an income of less than

\$30,000 in the preparation of Internal Revenue Service income tax forms 1040, 1040A, and 1040EZ, as well as the Kentucky 740 form. Approximately 30 accounting students volunteer their time and expertise every Wednesday afternoon in February.

Each year, Transylvania hosts numerous free events (e.g., concerts, lectures, art exhibits), which are open to the public.

The Monroe Moosnick Medical and Science Museum, which is free and open to the public by appointment, features science instruments, anatomical models, and botanical paintings that were used to teach the principles of physics, chemistry, and biology to Transylvania students in the nineteenth century. They were used extensively by students in Transylvania's flourishing medical school, which was a pioneer in medical teaching from its founding in 1799 to just before the Civil War. The museum's holdings are considered to be among the finest of their kind in the nation.

Transylvania hosts events during the May Fest art fair, which is held each year in neighboring Gratz Park. The three-day event features juried arts and crafts, ethnic foods, music, and children's activities.

The annual Patriotic Concert on July 3 is performed by the Lexington Philharmonic and the Lexington Singers on the steps of Old Morrison.



## Union College

### Public service contributions

The Common Partners office offers a variety of programs to serve the community including tutoring sessions for children, drug education programs, and home repairs for local community members.

The student participation rate for community service was 36.2% during the 2003-2004 school year, meaning that nearly 200 students were involved in service.

### Services and Facilities

During the 2003 spring semester alone, Union College students provided 5,675.5 hours of service to the community, while faculty and staff added 144.25 hours of service.

The Weeks-Townsend Memorial Library is open to all residents of the surrounding communities and has served as a member of the Federal Depository Library

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Program since 1957. This program provides free access to government information for all citizens. The library also serves as the location for public Internet access through the Southeastern Kentucky CenterNet program. The library typically serves approximately 200 community members each year.

Union College provided space at no charge to the following organizations: ACT Testing, Air Force JROTC, ALPS, Baptist Regional Medical Center, Barbourville City School, Barbourville Garden Club, Barbourville Junior Women Club, Barbourville Woman's Club, Barbourville High School Concert, Cabinet for Families and Children, Chamber of Commerce, Community Concert, Daniel Boone Festival, DAR, DECA, Dewitt Elementary School Teacher Training, Eastern KY Childcare Coalition, Family Resource Meeting, First United Methodist Church, Foster Children Christmas Party, Girdler Elementary School, Governor Scholars Reception, Graduate School Testing, Health Fair, Kay Dawn McFarland Piano Recital, KCEOC, KCEOC Head start, KEA, Kentucky Physical Therapy, Kiwanis Monthly Meeting, Knox Arts, Crafts and Humanities Council, Knox Central High School Concert, Knox County Fiscal Court, Knox County Health Department, Knox County Waste Meeting, Knox Partners, KY ASAP, KY Cancer, KY Department of Education Regional Showcase, KY United Methodist Foundation, Leadership Tri County Graduation, Methodist Ministers District Christmas Party, Methodist Ministers District Meeting, Miss Knox County Pageant, PDK, Praxis testing, Principal Testing, Shriner's Circus, Southern & Eastern KY Tourism, Wayman Chapel AME Church, Wellness Center Meeting.

#### **Business Support Services and Partnerships**

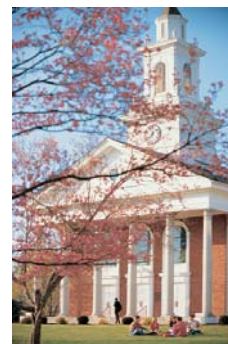
In 1999, Union College launched an initiative seeking to learn what impact a rural private college could have in building collaboratives between college, local governments, and other non-profit agencies in its

neighborhood. The college secured a \$284,000 grant from the Teagle Foundation of New York to fund this exploration. In 2000, the non-profit corporation Knox Partners, Inc. (KPInc.) was formed. KPInc. has a 13-member Board including the college President, the city Mayor, the county Judge-Executive, and the Executive Director of the area Community Action Agency as standing members. To date, this corporation has developed \$15-20 million in projects. The primary project is the Appalachian Rural Wellness Initiative consisting both of a \$12 million center and a major preventable disease wellness initiative.

Union College has served as host to the Appalachian Local Pastors Conference (ALPS) for the past seven years. ALPS is a program directed by the Redbird Mission which brings top drawer academic people to campus for two weeks in May to provide instruction for scores of rural part-time local Methodist pastors.

The Appalachia Service Program (ASP), a service ministry targeted at improving housing and living conditions for the poor, was founded on the Union campus in 1969. It has grown to be one of the largest service organizations in the county and mobilizes over 12,000 people each summer. The college has served as host for the group and provides facilities and services for the group when they are in the area.

Sue Bennett College, a sister Methodist institution in London, KY, failed in 1997. Union College helped create a new non-profit from these ashes, which could serve as an umbrella for several non-profit community organizations. Several of the buildings are now leased to organizations such as the YMCA and Union College. Union currently provides graduate classes, a Degree Completion Program in business, workforce retraining for people who have lost their jobs due to plant closings, and the "If I Had A Hammer" program for youth. Union provides three people to sit on the Board of the Bennett Center.



## University of the Cumberlands

### Public Service Contributions

Mountain Outreach, a ministry of University of the Cumberlands, is dedicated to building and repairing homes for area families who live in poverty. Since 1982, Mountain Outreach volunteers, with the help of outside volunteers and donations, have built 121 homes and hundreds of wheelchair ramps and have dug several water wells. In addition to building and repairing area homes, Mountain Outreach student volunteers minister to the physical, clothing and household needs of the residents of Whitley County through the Mountain Outreach Warehouse. There, families and individuals are invited to pick up clothing, shoes, coats and household items that are donated through the University. There is no charge for these items. Two Gift Days are held during the holiday season. Kids Gift Day, held November 13, 2004, served 180 children in need of holiday gifts for their parents. On December 4, 2004, over 1,500 individuals benefited from Holiday Gift Day.

Established in 1975, Appalachian Ministries gives students the opportunity to minister to area children. Under the direction of a student coordinator, student workers pick up and take participating children to local churches to lead them in recreation, crafts, games, and Bible lessons. Through the Special Children's Ministry, students also have the opportunity to work with handicapped children and to train athletes for the Special Olympics.

Council for Exceptional Children assists those who have a desire to work with exceptional children by offering support, skill training, and opportunities for helping children through tutoring and other services.

The Cumberland Mentor Program organizes student volunteers who want to make a profound difference in the life of young people in the community. Following a week of special training, volunteers are matched with local middle school students whom they mentor in academic, athletic, social, or service activities, depending on their interest and expertise.

University of the Cumberlands offers many athletic summer camps.

The youth evangelism conference called Quest is held annually on campus. The event is geared toward church youth groups, middle school and high school students.

High school academic competitions such as Science Olympiad and Mathematics Contest are sponsored by and held annually at UC.

Every UC student is required to complete 40 hours of community service prior to graduation.

Through the University's Hutton Center for Leadership Studies and Community Service, a series of seminars and teleseminars are being offered to those outside the university community. These programs are made available to individuals seeking to develop and refine the skills required to lead.

### Services and Facilities

During the year the University calendar includes a musical event nearly every week. Each of the nine standing ensembles performs frequently, and music majors fill the schedule with senior recitals. Last year, 3,500 people attended 14 events.

In addition to the following endowed lecture series, many academic departments and campus organizations host discussion forums, lectures, and guest speakers each semester. Last year, 1,715 people attended 7 events. The Robert L. Palmer Memorial Lecture Series, sponsored by the Department of English, brings a writer of national reputation to the campus each October. Since the series was established in 1992, the college has hosted novelists, essayists, and poets including Lee Smith, Jim Wayne Miller, Willie Morris, and, most recently, Scott Russell Sanders. The Thomas S. Staley Distinguished Christian Scholar Lecture Series, hosted by the Department of Religion and Philosophy, features noted religious scholars speaking about issues relevant to contemporary religious life, the ministry, and the practice of faith.

The Department of Art regularly hosts exhibitions featuring student and faculty work, as well as pieces from the University's permanent collection. Last year, 250 people attended 4 events.

Dare to Compare is a program that provides the community with an educative approach to tackling the growing problem of obesity and physical inactivity. University of the Cumberlands is the first college in the nation to hold a Dare to Compare event on its campus. During the semi-annual event citizens of all ages have an opportunity to assess their fitness levels in five critically important, health-related areas: muscular strength, muscular endurance, flexibility, body mass, and cardiovascular condition. In October and April of every year participants can consistently, continuously and accurately measure their fitness levels under the guidance of caring professionals and paraprofessionals. The University of the Cumberlands in partnership with Cumberland River Comprehensive Care Center work together to provide citizens with a venue to assess their fitness, gather health information, and join hundreds of other citizens in learning how to improve their overall health. The event is staffed exclusively by trained volunteers who devote countless hours in the preparation and implementation of this program. Dare to

Compare is a fun, non-threatening approach to help make a difference in the lives and health of others.

University of the Cumberlands presents an annual series of Convocation Programs that are free and open to the campus community as well as the public. The series includes a wide variety of speakers and performers. Last year, 11,500 people attended 10 events.

With the exception of men's and women's basketball and football, there is no admission for most sporting events. Last year, 4,690 people attended 81 events.

Four annual campus activities, including carnivals attracted 7,140 attendees.

The UC library and intramural gymnasium are open for public use at no charge.

### **Business Support Services and Partnerships**

University of the Cumberlands owns and operates the Cumberland Inn, a motel and conference center that provides space for local business events.

The University is currently engaged in efforts with community leaders to develop an industrial park near Williamsburg.

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## Appendix A: Methodology

### Estimates of Economic Impact for AIKCU Member Colleges and Universities

Since its development in the late 1930's, Input-Output Analysis has served as a primary tool for tracing the economic linkages between various economic sectors and whole communities. This study utilized an input-output analysis to show direct, indirect and induced industry output and employment as a result of institutional E&G expenditures, construction, independent operations, related student expenditures and tourism activity. To show linkages between higher education and other economic sectors, estimates were broken down by major industry group and shown in relationship to total industry output and employment.

Student expenditures were based on college living budgets reported by the institutions to the College Board. Specifically, expenditures designated for room and board, transportation, and books were coded within those industry clusters, while miscellaneous expenses were based on the Consumer Expenditure Survey's purchase patterns of persons between the ages of 18-24. Corresponding expenditures from the college's auxiliary operations, such as room and board and food services, were subtracted from the student's total expenditures to avoid double counting.

Visitor expenditures were based on college reported visitor person-days. The estimated person-days were categorized into four basic types: Day and Night leisure visits such as attendance at sporting or cultural events and day and overnight business such as attendance at conferences. Average daily expenditures for each category were derived from visitor and tourist budgets computed by the Georgia Department of Tourism, The Travel Industry of America, the Illinois Department of Tourism, and the Wisconsin Department of Tourism, and previous Economic Impact studies conducted by Human Capital Research Corporation.

To estimate the impact of Independent Colleges and Universities expenditures on the state economy and to understand the linkages, or dollar flows between higher education activity and its supplying sectors, an Input-



Output (IO) table was developed by updating a 96 sector 1997 benchmark USIO table. The table was updated for 2003 prices and employment based on various national and local sources. To “regionalize” the table and estimate state activity, a standard location quotient (LQ) update method was applied to the US table— where individual values from the IO technical coefficient, or “A matrix” are proportionately adjusted based on state employment LQs derived from the 2003 US County Business Patterns. LQ’s are based on the ratio of the percent of persons employed in each industry in Connecticut to the percent employed in each industry nationally.

In considering the impact or multiplier effect under this technique, it is important to recognize that this method, like all non-survey or partial survey-based IO tables, represent an estimate of actual economic activity. Because of individual supplier arrangements between individual business establishments and unique consumer preferences, it is impossible to state precisely the extent to which all transactions actually occurred within state boundaries. The LQ method assumes that a state is relatively “self-sufficient” in meeting statewide demand for inputs which have at least the national percent employed in a particular industry. For this analysis, the resultant income multiplier for independent higher education is estimated at 2.167.

## Appendix B. Economic Impact Tables

**Table 1. Estimated Number of Alumni Living in Kentucky**

Institution	Alumni
ALICE LLOYD COLLEGE	3,137
ASBURY COLLEGE	3,406
BELLARMINE UNIVERSITY	9,663
BEREA COLLEGE	6,274
BRESCIA UNIVERSITY	3,343
CAMPBELLSVILLE UNIVERSITY	4,920
CENTRE COLLEGE	5,208
GEORGETOWN COLLEGE	7,000
KENTUCKY CHRISTIAN UNIVERSITY	800
KENTUCKY WESLEYAN COLLEGE	3,288
LINDSEY WILSON COLLEGE	4,505
MIDWAY COLLEGE	5,210
PIKEVILLE COLLEGE	7,338
SAINT CATHARINE COLLEGE	3,009
SPALDING UNIVERSITY	7,060
THOMAS MORE COLLEGE	4,992
TRANSYLVANIA UNIVERSITY	4,624
UNION COLLEGE	5,902
UNIVERSITY OF THE CUMBERLANDS	6,126

**Table 2. Total Estimated Alumni Earnings**

Institution	Earnings
ALICE LLOYD COLLEGE	\$132,600,000
ASBURY COLLEGE	\$145,000,000
BELLARMINE UNIVERSITY	\$429,200,000
BEREA COLLEGE	\$203,200,000
BRESCIA UNIVERSITY	\$141,400,000
CAMPBELLSVILLE UNIVERSITY	\$206,700,000
CENTRE COLLEGE	\$222,500,000
GEORGETOWN COLLEGE	\$300,500,000
KENTUCKY CHRISTIAN UNIVERSITY	\$33,600,000
KENTUCKY WESLEYAN COLLEGE	\$143,500,000
LINDSEY WILSON COLLEGE	\$171,900,000
MIDWAY COLLEGE	\$187,600,000
PIKEVILLE COLLEGE	\$305,200,000
SAINT CATHARINE COLLEGE	\$114,800,000
SPALDING UNIVERSITY	\$321,400,000
THOMAS MORE COLLEGE	\$227,000,000
TRANSYLVANIA UNIVERSITY	\$196,900,000
UNION COLLEGE	\$269,500,000
UNIVERSITY OF THE CUMBERLANDS	\$265,900,000

*continued*

Table 3. Operating Expenditures

Institution	Total E&G Expenditures	Total Staff Salaries & Wages
Alice Lloyd College	\$9,799,270	\$2,803,206
Asbury College	\$24,566,635	\$11,464,191
Bellarmino University	\$30,748,502	\$16,258,793
Berea College	\$63,829,436	\$26,057,003
Brescia University	\$8,388,296	\$3,670,589
Campbellsville University	\$19,557,506	\$7,584,242
Centre College	\$31,796,869	\$13,322,769
Georgetown College	\$31,496,544	\$12,550,720
Kentucky Wesleyan College	\$10,084,945	\$3,595,296
Kentucky Christian University	\$11,878,585	\$3,874,082
Lindsey Wilson College	\$27,545,713	\$6,677,261
Midway College	\$9,520,984	\$4,895,522
Pikeville College	\$20,387,539	\$8,882,266
Saint Catharine College	2,458,891	1,109,341
Spalding University	\$16,862,460	\$8,825,614
Thomas More College	\$20,638,523	\$7,039,561
Transylvania University	\$24,885,536	\$10,930,178
Union College	\$12,238,078	\$4,375,720
University of the Cumberlands	\$29,731,639	\$9,645,842
<b>Total</b>	<b>\$406,415,951</b>	<b>\$163,562,196</b>

Table 4. Number of FTE Students and Staff

Institution	FTE Students	FTE Staff
Alice Lloyd College	602	116
Asbury College	1,186	295
Bellarmino University	2,261	392
Berea College	1,530	510
Brescia University	575	113
Campbellsville University	1,469	270
Centre College	1,059	310
Georgetown College	1,428	281
Kentucky Wesleyan College	585	132
Kentucky Christian University	541	109
Lindsey Wilson College	1,549	250
Midway College	888	161
Pikeville College	985	204
Saint Catharine College	350	112
Spalding University	1,279	179
Thomas More College	1,298	171
Transylvania University	1,127	256
Union College	713	128
University of the Cumberlands	1,481	286
<b>Total</b>	<b>20,903</b>	<b>4,275</b>

Table 5. Breakdown of In-State Direct Expenditures

Institution	Direct In-State Institutional Expenditures	Direct In-State Staff Expenditures	Direct Student In-State Expenditures	Direct Visitor In-State Expenditures	Total Direct In-State Expenditures
Alice Lloyd College	\$4,022,737	\$2,017,637	\$1,993,565	\$1,694,716	\$9,728,655
Asbury College	\$7,533,905	\$8,251,472	\$2,770,616	\$3,647,455	\$22,203,448
Bellarmino University	\$8,331,583	\$11,702,437	\$5,058,017	\$4,561,014	\$29,653,051
Berea College	\$21,719,149	\$18,754,801	\$3,094,434	\$3,724,370	\$47,292,754
Brescia University	\$2,712,682	\$2,641,945	\$1,782,958	\$1,769,382	\$8,906,967
Campbellsville University	\$6,884,627	\$5,458,838	\$4,386,873	\$4,518,425	\$21,248,763
Centre College	\$10,622,608	\$9,589,203	\$1,326,976	\$5,086,386	\$26,625,173
Georgetown College	\$10,893,849	\$9,033,512	\$2,709,946	\$4,392,968	\$27,030,275
Kentucky Wesleyan College	\$3,731,548	\$2,587,752	\$2,601,521	\$6,921,651	\$15,842,472
Kentucky Christian University	\$4,602,589	\$2,788,411	\$1,974,985	\$1,663,061	\$11,029,046
Lindsey Wilson College	\$11,999,360	\$4,806,029	\$2,740,786	\$4,766,479	\$24,312,654
Midway College	\$2,659,641	\$3,523,603	\$2,052,635	\$2,731,907	\$10,967,786
Pikeville College	\$6,615,532	\$6,393,104	\$3,885,963	\$2,463,465	\$19,358,064
Saint Catharine College	\$775,991	\$798,460	\$781,860	\$492,690	\$2,849,001
Spalding University	\$4,621,186	\$6,352,328	\$2,860,734	\$2,020,136	\$15,854,384
Thomas More College	\$7,819,403	\$5,066,798	\$5,438,211	\$3,278,287	\$21,602,699
Transylvania University	\$8,024,331	\$7,867,110	\$1,969,125	\$3,825,754	\$21,686,320
Union College	\$4,520,856	\$3,149,470	\$1,673,826	\$2,192,885	\$11,537,037
University of the Cumberlands	\$11,549,333	\$6,942,696	\$4,435,857	\$4,555,558	\$27,483,444
<b>Total</b>	<b>\$139,640,909</b>	<b>\$117,725,605</b>	<b>\$53,538,888</b>	<b>\$64,306,589</b>	<b>\$375,211,991</b>

Table 6. Estimated Taxes Generated

	Staff	Student	Indirect Employment	Total
State Taxes	\$16,683,344	\$4,762,953	\$11,671,345	\$33,117,643
Federal Income Taxes	\$21,753,772	\$1,916,798	\$15,218,519	\$38,889,089
<b>Total Taxes</b>	<b>\$38,437,116</b>	<b>\$6,679,752</b>	<b>\$26,889,864</b>	<b>\$72,006,732</b>

**Table 7. Total Economic Impact By Industry**

Industry	Total Economic Impact	Total Jobs Created
Agriculture	\$7,862,791	9
Mining	\$2,709,161	5
Construction	\$19,962,888	112
Manf - Resource	\$51,052,487	125
Manf - Labor	\$40,099,722	240
Manf - Capital	\$109,455,002	364
Manf - Technology	\$22,758,989	67
Transportation	\$17,632,174	173
Utilities	\$21,213,144	28
Communication	\$9,276,691	32
Finance	\$132,802,010	264
Real Estate	\$17,072,218	73
Restaurants	\$37,871,170	747
Retail	\$35,521,943	148
Wholesale	\$18,260,386	20
Consumer Services	\$43,868,172	518
Business Services	\$52,510,186	462
Professional Services	\$10,555,160	79
Health Services	\$4,347,004	35
Human Services	\$42,499,619	4856
Government		
Enterprise	\$7,435,254	272
	\$704,766,171	8,629

**Table 8. Breakdown of Capital Expenditures**

Institution	Estimated Total Direct Capital Expenditures
Alice Lloyd College	\$3,274,551
Asbury College	\$20,781,848
Bellarmino University	\$34,839,900
Berea College	\$103,410,408
Brescia University	\$8,252,629
Campbellsville University	\$17,723,592
Centre College	\$18,556,442
Georgetown College	\$25,029,505
Kentucky Wesleyan College	\$10,257,445
Kentucky Christian University	\$9,475,503
Lindsey Wilson College	\$27,157,628
Midway College	\$15,565,395
Pikeville College	\$10,723,114
Saint Catharine College	\$7,776,407
Spalding University	\$1,575,204
Thomas More College	\$2,111,105
Transylvania University	\$25,685,000
Union College	\$11,173,064
University of the Cumberlands	\$13,033,212
<b>Total</b>	<b>\$366,401,952</b>

**Table 9. Total Economic Impact Capital Expenditures 1999-2003**

Industry	Total Economic Impact	Total Jobs Created
Agriculture	\$3,756,484	2
Mining	\$7,484,134	26
Construction	\$370,849,081	2249
Manf - Resource	\$70,131,391	290
Manf - Labor	\$13,387,648	28
Manf - Capital	\$102,640,846	324
Manf - Technology	\$13,347,528	30
Transportation	\$17,487,651	156
Utilities	\$10,569,546	3
Communication	\$3,976,102	6
Finance	\$39,978,311	23
Real Estate	\$5,528,202	0
Restaurants	\$8,525,493	55
Retail	\$15,471,931	72
Wholesale	\$29,014,739	34
Consumer Services	\$19,113,164	96
Business Services	\$23,712,868	137
Professional Services	\$18,830,981	149
Health Services	\$1,628,493	0
Human Services	\$1,966,347	5
Government		
Enterprise	\$2,225,997	48
	\$779,626,936	3733

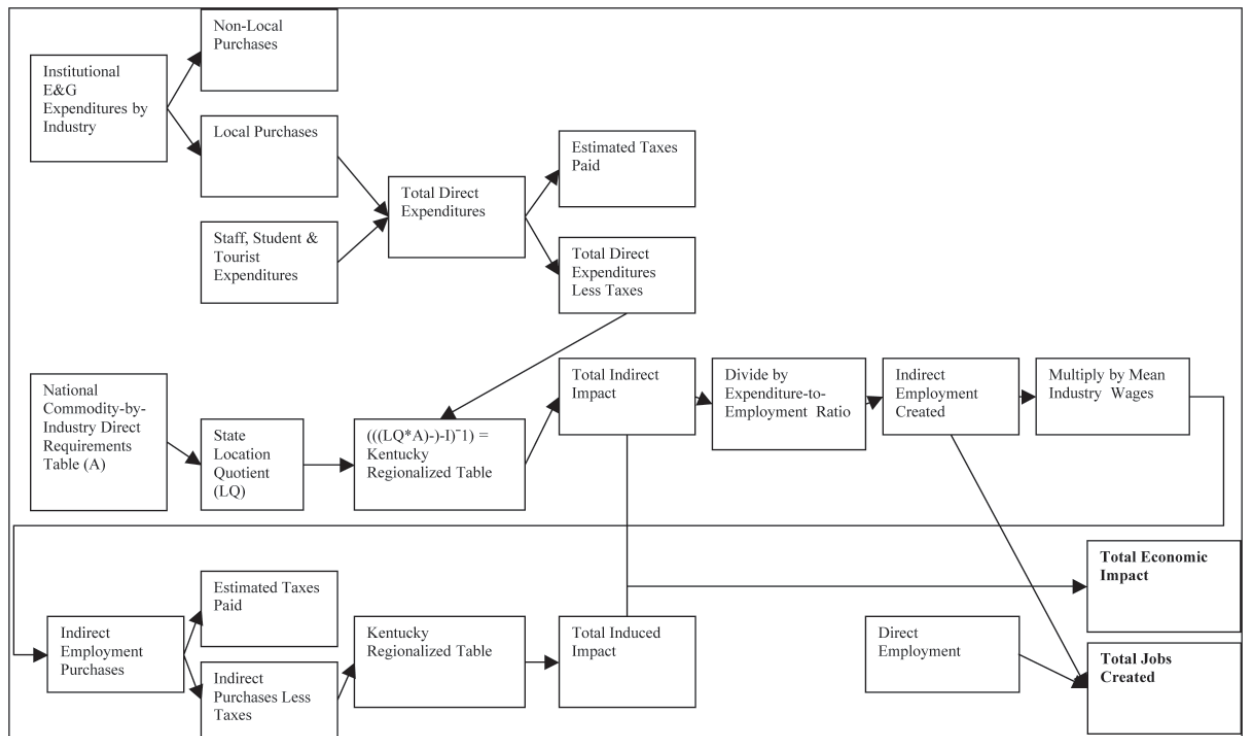
**Table 10. Total Amount of Private Gifts, Grants and Contract**

Total Gifts from All Private Sources	\$60,562,630
Total Gifts from Private Source Outside KY	\$32,907,517
Total Grants/Contracts from All Private Sources	\$10,009,025
Total Grants/Contracts from Private Sources Outside KY	\$7,975,275
<b>Total of All Gifts, Grants, and Contracts</b>	<b>\$111,454,446</b>

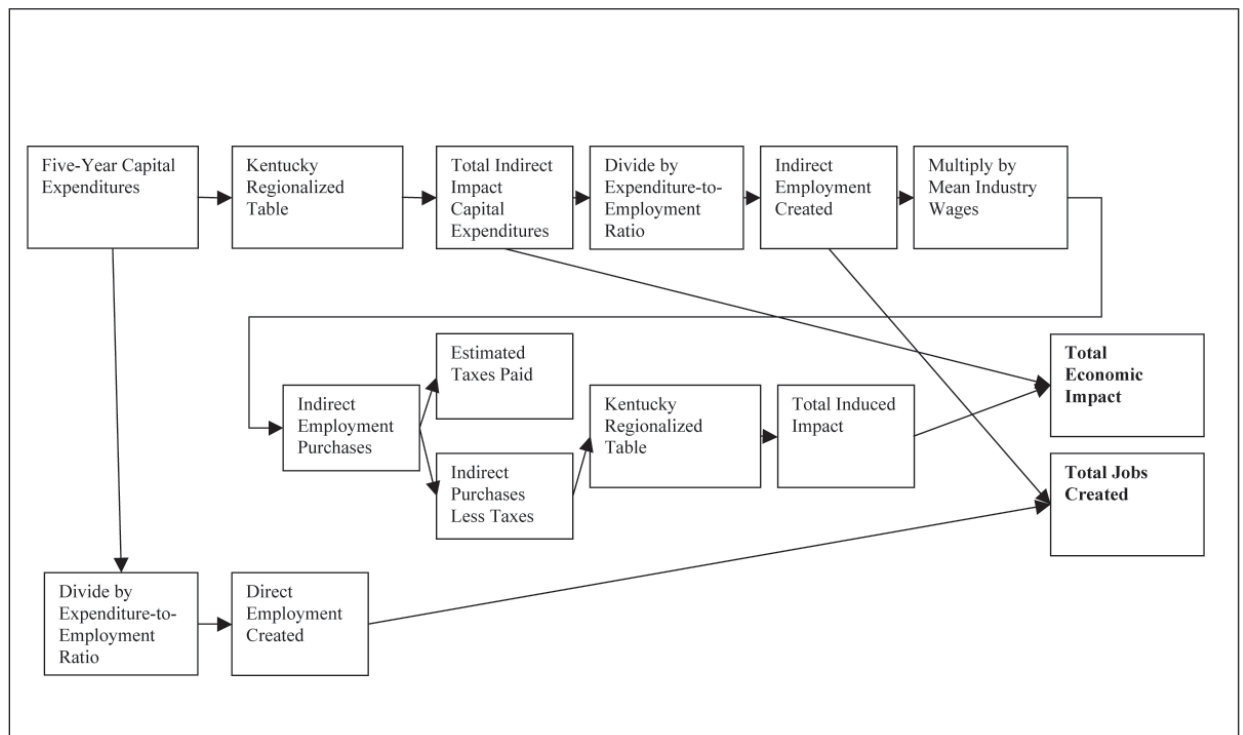
\*Totals only reflect those institutions that reported this information

Total Gifts, Contracts, and Grants Benefiting Kentucky Institutions

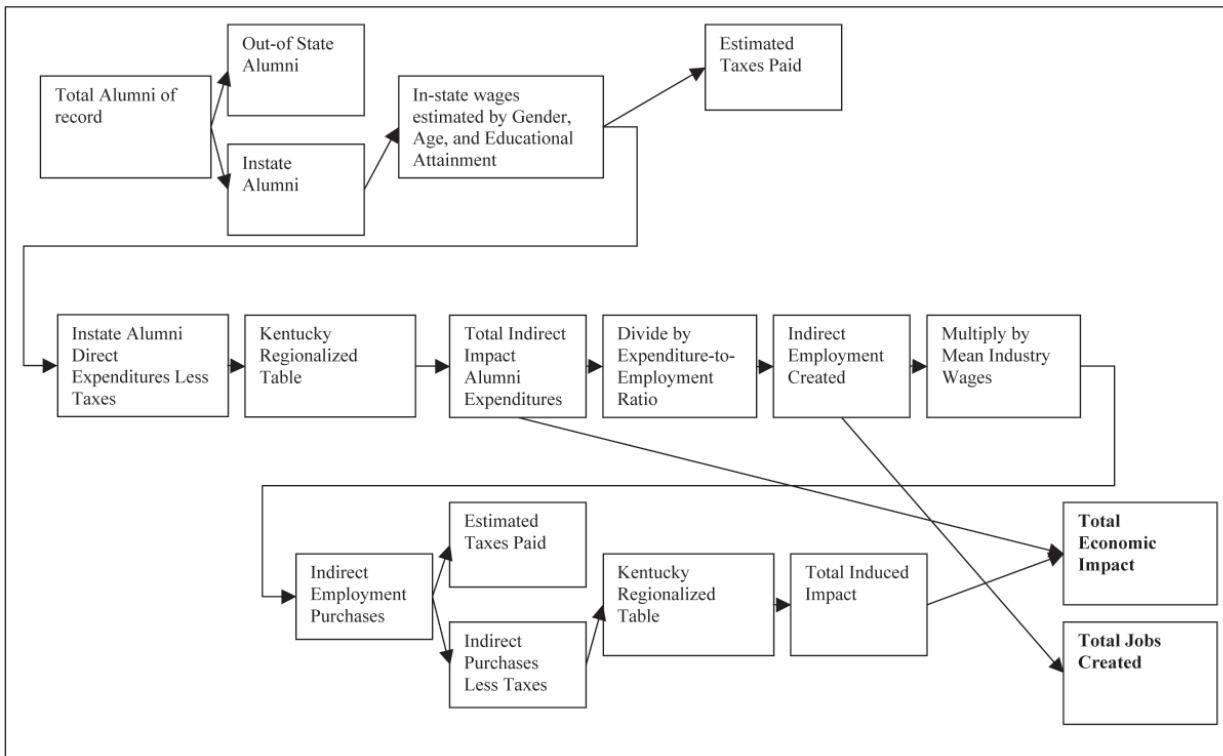
## Appendix C: Economic Impact Flow



## Appendix D: Capital Expenditures Economic Impact Flow Chart



## Appendix E: Alumni Expenditure Economic Impact Flow Chart



## Appendix F: SUPPORTING TABLES

Input Output Master Bridge Table

KENTUCKY

updated November 4th, 2004

Order	Group	Industry Group	Industry	US Benchmark Industry Code	SIC	NAIC	EMPRatio	AvgPay	LQ
1	1	Agriculture	Livestock, livestock products	1	0100	111	652123	25450	
2	1	Agriculture	Other agricultural products	2	0100	111	652123	25450	
3	1	Agriculture	Forestry and fishery products	3	0800	113	652123	25450	0
4	1	Agriculture	Agricultural, forestry, fishery services	4	0700	114	652123	25450	0
5	2	Mining	Metallic mining	5+6	1000	2122	268835	61076	
6	2	Mining	Coal mining	7	1200	2121	268835	61076	
7	2	Mining	Petroleum and natural gas	8	1300	211	1064273	53442	0
8	2	Mining	Nonmetallic minerals mining	9+10	1400	2123	268835	61076	
9	3	Construction	New and Maintenance Construction	11+12	1700	23	164130	33915	0
10	7	Manf - Technology	Ordnance and accessories	13	3600	3329	207541	42553	
11	4	Manf - Resource	Food and kindred products*	14	2000	311	303263	30144	0
12	4	Manf - Resource	Tobacco products	15	2100	312	652123	25450	0
13	5	Manf - Labor	Broad, narrow fabrics, yarn, thread mills*	16	2200	313	175964	28880	0
14	5	Manf - Labor	Misc. textile goods and floor coverings*	17	2200	314	170172	26217	0
15	5	Manf - Labor	Apparel	18	2200	315	129548	22046	0
16	5	Manf - Labor	Misc. fabricated textile products*	19	2300	315	129548	22046	0
17	4	Manf - Resource	Lumber and wood products	20+21	2400	321	166760	29748	0
18	5	Manf - Labor	Furniture and fixtures	22+23	2500	337	128072	28851	
19	6	Manf - Capital	Paper, allied products, except containers	24	2600	3221	317887	43482	0
20	6	Manf - Capital	Paperboard containers and boxes	25	2600	3222	317887	43482	0
21	6	Manf - Capital	Newspapers and periodicals	26A	2700	323	133072	35810	
22	6	Manf - Capital	Other printing and publishing	26B	2700	323	133072	35810	
23	4	Manf - Resource	Industrial and other chemicals	27A	2800	3251	540941	51590	
24	4	Manf - Resource	Agricultural fertilizers and chemicals	27B	2800	3253	540941	51590	
25	7	Manf - Technology	Plastics and synthetic materials	28	2800	326	178892	33217	0
26	7	Manf - Technology	Drugs	29A	2800	3254	540941	51590	

continued



27	7	Manf - Technology	Cleaning and toilet preparations	29B	2800	3256	540941	51590
28	7	Manf - Technology	Paints and allied products	30	2800	3255	540941	51590
29	6	Manf - Capital	Petroleum refining and related products*	31	2900	324	2005370	59614
30	6	Manf - Capital	Rubber and misc. plastics products	32	3000	3255	540941	51590
31	5	Manf - Labor	Footwear, leather, and leather products	33+34	3100	316	157669	26925
32	4	Manf - Resource	Glass and glass products	35	3200	3272	197443	37035
33	4	Manf - Resource	Stone and clay products	36	3200	3271	197443	37035
34	6	Manf - Capital	Primary iron and steel manufacturing	37	3300	3311	278583	43320
35	6	Manf - Capital	Primary nonferrous metals manufacturing	38	3300	3314	278583	43320
36	6	Manf - Capital	Metal containers	39	3400	3323	157075	36581
37	6	Manf - Capital	Heating, plumbing, fabricated metal products	40	3400	3334	207541	42553
38	6	Manf - Capital	Screw machine products and stampings	41	3400	3335	207541	42553
39	6	Manf - Capital	Other fabricated metal products	42	3400	3335	207541	42553
40	7	Manf - Technology	Engines and turbines	43	3500	3336	207541	42553
41	6	Manf - Capital	Farm, construction, and mining machinery	44+45	3500	3331	207541	42553
42	6	Manf - Capital	Materials handling machinery and equipment	46	3500	3331	207541	42553
43	6	Manf - Capital	Metalworking machinery and equipment	47	3500	3335	207541	42553
44	6	Manf - Capital	Special industry machinery and equipment	48	3500	3333	207541	42553
45	6	Manf - Capital	General industrial machinery and equipment	49	3500	3339	207541	42553
46	6	Manf - Capital	Miscellaneous machinery, except electrical	50	3500	3339	207541	42553
47	7	Manf - Technology	Computer and office equipment	51	3500	334	271857	50561
48	6	Manf - Capital	Service industry machinery	52	3500	3333	207541	42553
49	6	Manf - Capital	Electrical industrial equipment	53	3600	3353	209869	36719
50	7	Manf - Technology	Household appliances	54	3600	3352	209869	36719
51	5	Manf - Labor	Electric lighting and wiring equipment	55	3600	3351	209869	36719
52	7	Manf - Technology	Audio video and communication equipment	56	3600	3353	209869	36719
53	7	Manf - Technology	Electronic components and accessories	57	3600	3353	209869	36719
54	6	Manf - Capital	Misc. electrical machinery and supplies	58	3600	3359	209869	36719
55	6	Manf - Capital	Motor vehicles (passenger cars and trucks)	59A	3700	3361	375651	48971
56	6	Manf - Capital	Truck and bus, trailers, vehicles parts	59B	3700	3362	375651	48971
57	7	Manf - Technology	Aircraft and parts	60	3700	3364	375651	48971
58	6	Manf - Capital	Other transportation equipment	61	3700	3369	375651	48971
59	7	Manf - Technology	Scientific and controlling instruments	62	3800	3391	166953	35930
60	7	Manf - Technology	Ophthalmic and photographic equipment	63	3800	3391	166953	35930
61	5	Manf - Labor	Miscellaneous manufacturing	64	3900	3399	166953	35930
62	8	Transportation	Railroads; passenger ground transportation	65A	4100	482	46971	18871
63	8	Transportation	Freight transportation and warehousing	65B	4200	493	98736.45714	29715
64	8	Transportation	Water transportation*	65C	4400	483	386158	45068
65	8	Transportation	Air transportation	65D	4500	481	232466	39643
66	8	Transportation	Pipelines, freight forwarders, and related	65E	4600	486	545030	66351
67	10	Communication	Communications, except radio and TV	66	4800	511	208454	56665
68	10	Communication	Radio and TV broadcasting	67	4800	513	235234	49318
69	9	Utilities	Electric services (utilities)	68A	4900	2211	647524	61076
70	9	Utilities	Gas production and distribution (utilities)	68B	4900	2212	647524	61076
71	9	Utilities	Water and sanitary services	68C	4900	2213	647524	61076
72	15	Wholesale	Wholesale trade	69A	5000	42	728068	42427
73	14	Retail	Retail trade	69B	5200	44	210813	20363
74	11	Finance	Finance	70A	6000	52	392544	51541
75	11	Finance	Insurance	70B	6300	52	392544	51541
76	12	Real Estate	Owner- occupied dwellings	71A		53	162860	28940
77	12	Real Estate	Real estate and royalties	71B	6500	53	162860	28940
78	16	Consumer Services	Hotels and lodging places	72A	7000	721	42761	11875
79	17	Business Services	Personal and repair services (except auto)	72B	7200	812	55305	17125
80	17	Business Services	Computer and data processing services	73A	7300	5415	117700	48958
81	18	Professional Services	Legal, engineering, accounting, and related	73B	8100	541	117700	48958
82	17	Business Services	Other business and professional services	73C	7300	541	117700	48958
83	17	Business Services	Advertising	73D	7300	5418	117700	48958

84	13	Restaurants	Eating and drinking places	74	5800	722	42761	11875
85	16	Consumer Services	Automotive repair and services	75	7500	811	89999	26483
86	16	Consumer Services	Amusements	76	7800	71	72680	22722
87	19	Health Services	Health services	77A	8000	62	80684	32540
			Educational and social services, member.org.					
88	20	Human Services		77B	8600	61	70307	22586
		Government						
89	21	Enterprise	Federal Government enterprises	78	4300	92	23531	40300
		Government	State and local government enterprises					
90	21	Enterprise		79		92	23531	36400

#### Consumer Expenditure Allocation

	General	Under 25
Cash contributions.....	0.028624	0.006075
Gifts of goods and services.....	0.030512	0.022755
Food at home.....	0.08674	0.07498 14
Alcoholic beverages.....	0.008572	0.014762 14
Tobacco products and smoking supplies....	0.008324	0.01311 15
Floor coverings.....	0.005477	0.002025 17
Apparel and services.....	0.052731	0.064322 18
Household textiles.....	0.003095	0.001279 19
Furniture.....	0.010119	0.014388 22+23
Reading.....	0.005013	0.003784 26b
Drugs.....	0.008665	0.003464 29a
Medical supplies.....	0.002476	0.001812 29a
Laundry and cleaning supplies.....	0.003404	0.002025 29b
Fuel oil and other fuels.....	0.002661	0.000906 31
Gasoline and motor oil.....	0.031131	0.037357 31
Major appliances.....	0.004797	0.005009 54
Miscellaneous household equipment.....	0.017237	0.016147 54
Small appliances, misc. housewares.....	0.00263	0.003357 54
Vehicle purchases (net outlay).....	0.081634	0.101306 59a
Public transportation.....	0.010986	0.009805 65a
Water and other public services.....	0.008015	0.003677 65c
Natural gas.....	0.008293	0.005063 65e
Telephone.....	0.021909	0.02883 66
Electricity.....	0.026892	0.023288 68a
Other household products.....	0.006003	0.002345 69b
Miscellaneous.....	0.023704	0.018492 69b
Personal care products and services.....	0.012471	0.01295 69b
Mortgage interest and charges.....	0.065109	0.016307 70A
Vehicle finance charges.....	0.008046	0.009539 70a
Vehicle insurance.....	0.022033	0.024194 70b
Health insurance.....	0.026613	0.011138 70b
Personal insurance and pensions.....	0.091722	0.057714 70b
Rented dwellings.....	0.05533	0.159019 71b
Other lodging.....	0.0121	0.008207 72a
Maintenance, rep., ins., oth. exp.....	0.022126	0.004956 72b
Other household expenses.....	0.007736	0.002345 72b
Personal services.....	0.007984	0.008313 72b
Food away from home.....	0.052669	0.068372 74
Maintenance and repairs.....	0.020207	0.020304 75
Veh. rent, leas., licen., oth. chges..	0.012038	0.011831 75
Entertainment.....	0.049884	0.057714 76
Medical services.....	0.015844	0.00842 77a
Education.....	0.014575	0.035545 77b
Postage and stationery.....	0.003868	0.002771 78
State Taxes		
Sales	0.032	0.052
Property	0.034	0.056
Income	0.036	0.056
Federal Income Taxes	0.133	0.066
Total Taxes	0.235	0.23

continued

## Tourism Expenditure Breakdown (Kentucky)

		Day Trip Leisure	Day Trip Business	Overnight Leisure	Overnight Business
Clothing	18	20.76%	20.76%	14.64%	14.64%
Furniture	22+23	6.45%	6.45%	4.55%	4.55%
Gasoline	31	6.45%	6.45%	4.55%	4.55%
Transportation	65A	2.81%	2.81%	1.98%	1.98%
Retail	69B	20.52%	20.52%	14.47%	14.47%
Lodging	72A	0.00%	0.00%	29.48%	29.48%
Personal Services	72B	1.88%	1.88%	1.32%	1.32%
Food & Drink	74	34.36%	34.36%	24.23%	24.23%
Auto Repair	75	4.10%	4.10%	2.89%	2.89%
Amusements	76	1.64%	1.64%	1.16%	1.16%
Government	79	1.03%	1.03%	0.73%	0.73%
		100.00%	100.00%	100.00%	100.00%

\*\*Subtract 4.9 cents per dollar for taxes

## Distribution of Institutional Expenditures by Industry

Industry Group	Industry	US Benchmark Industry Code	
Agriculture	Livestock, livestock products	1	0.01%
Agriculture	Other agricultural products	2	0.01%
Agriculture	Forestry and fishery products	3	0.03%
Agriculture	Agricultural, forestry, fishery services	4	0.12%
Mining	Metallic mining	5+6	0.00%
Mining	Coal mining	7	0.00%
Mining	Petroleum and natural gas	8	0.69%
Manf - Capital	Special industry machinery and equipment	48	0.00%
Manf - Capital	General industrial machinery and equipment	49	0.42%
Manf - Capital	Miscellaneous machinery, except electrical	50	0.16%
Manf - Technology	Computer and office equipment	51	1.88%
Manf - Capital	Service industry machinery	52	0.08%
Manf - Capital	Electrical industrial equipment	53	0.05%
Manf - Technology	Household appliances	54	0.04%
Manf - Labor	Electric lighting and wiring equipment	55	0.15%
Manf - Technology	Audio, video, and communication equipment	56	0.08%
Manf - Technology	Electronic components and accessories	57	0.08%
Manf - Capital	Misc. electrical machinery and supplies	58	0.00%
Manf - Capital	Motor vehicles (passenger cars and trucks)	59A	0.16%
Manf - Capital	Truck and bus, trailers, vehicles parts	59B	0.02%
Manf - Technology	Aircraft and parts	60	0.05%
Manf - Capital	Other transportation equipment	61	0.00%
Manf - Technology	Scientific and controlling instruments	62	0.11%
Manf - Technology	Ophthalmic and photographic equipment	63	0.06%
Manf - Labor	Miscellaneous manufacturing	64	0.06%
Transportation	Railroads; passenger ground transportation	65A	0.01%
Transportation	Freight transportation and warehousing	65B	0.37%
Transportation	Water transportation*	65C	0.00%
Transportation	Air transportation	65D	0.11%
Transportation	Pipelines, freight forwarders, and related	65E	0.01%
Communication	Communications, except radio and TV	66	0.40%
Communication	Radio and TV broadcasting	67	0.03%
Utilities	Electric services (utilities)	68A	3.63%
Utilities	Gas production and distribution (utilities)	68B	0.87%
Utilities	Water and sanitary services	68C	0.38%
Wholesale	Wholesale trade	69A	2.14%
Retail	Retail trade	69B	0.32%
Finance	Finance	70A	7.56%
Finance	Insurance	70B	21.12%
Real Estate	Owner-occupied dwellings	71A	0.05%
Real Estate	Real estate and royalties	71B	3.40%
Consumer Services	Hotels and lodging places	72A	0.11%
Business Services	Personal and repair services (except auto)	72B	1.89%
Business Services	Computer and data processing services	73A	0.69%
Professional Services	Legal, engineering, accounting, and related	73B	4.75%
Business Services	Other business and professional services	73C	8.42%
Business Services	Advertising	73D	0.64%
Restaurants	Eating and drinking places	74	0.43%
Consumer Services	Automotive repair and services	75	0.00%
Consumer Services	Amusements	76	0.11%
Health Services	Health services	77A	1.93%
Human Services	Educational and social services, member.org.	77B	13.11%
Government Enterprise	Federal Government enterprises	78	0.02%
Government Enterprise	State and local government enterprises	79	1.82%

## Appendix G: Survey

Association of Independent Kentucky Colleges and Universities

### Economic Impact Study Survey

#### **General Instructions**

The base year for the study is FY 2003 (Academic Year 2002-03). Unless otherwise specified, all data submitted should be for that year.

In responding to any request for information, please feel free to provide any additional data, descriptive information or qualifying statements about the data you feel would be helpful, including any important assumptions regarding the data's derivation or implications.

For purposes of completing the survey, it should be emphasized that a "best estimate" is preferable to no response at all. It is understood that institutional financial and data systems vary, and that the following information requests may not be completely compatible with the manner in which your institution produces its data reports.

All information provided to AIKCU and its consultants for this project will be confidential and will not be released to any other parties.

#### **Questions**

The research and analysis for this project is being undertaken by Human Capital Research Corporation (HCRC), based in Evanston, IL.

Questions regarding this survey should be directed to HCRC at 847-475-7580, to either Mark Engberg (lead project researcher, [mark@humancapital.com](mailto:mark@humancapital.com)) or Brian Zucker (principal, [brian@humancapital.com](mailto:brian@humancapital.com)).

Questions regarding the project itself should be directed to AIKCU President Gary Cox at 502-695-5007.

#### **Submission of Information**

All of the requested information should be submitted to AIKCU by October 15, 2004.

Hard copy information should be sent to:

## Association of Independent Kentucky Colleges and Universities

Association of Independent Kentucky Colleges & Universities  
484 Chenault Rd.  
Frankfort, KY 40601

Phone: 502-695-5007  
Fax: 502-695-5057

Information that may be sent electronically should be directed to:

XXXXX@XXXXXXXXXX.

**Please provide the following contact information for the person responding to this survey:**

**Institution** \_\_\_\_\_

**Respondent's Name** \_\_\_\_\_

**Title/Position** \_\_\_\_\_

**Phone #** \_\_\_\_\_

**Email** \_\_\_\_\_

### **1.0 Finance Information**

- 1.1 Please identify all capital projects that were initiated, underway, or completed between FY 1999 and FY 2003 (including but not limited to design, new construction, renovation, site work, and furniture and fixtures considered capital in nature). Include all projects intended primarily to benefit your institution, regardless of funding source, ownership, or location on or off the main campus (including facilities funded, purchased, constructed or owned by an affiliated foundation or other institutional partner).

For each project, please provide the following information:

- Type of facility (research, classroom/office, dormitory, etc)
- Total project costs (from design through completion, including capital equipment)
- Year project was initiated
- Year project was, or is scheduled to be, completed
- Sources of funding for project



1.21 For FY 2003, please provide the total dollar amount of privately-funded (as opposed to government-funded) awards received as gifts, grants and contracts benefiting your institution – both restricted and unrestricted. Of the total amount, approximately how much came from funding sources based outside of Kentucky.

a. Total amount of gifts from all private sources

\$ \_\_\_\_\_

Amount of these gifts from private sources based outside KY

\$ \_\_\_\_\_

b. Total amount of grants and contracts from all private sources

\$ \_\_\_\_\_

Amount of these grants and contracts from private sources based outside KY

\$ \_\_\_\_\_

1.3 Please provide an electronic file – preferably in Excel or Ascii format – of your institution's expenditures by vendor for FY 2003. Include in the file:

- a. Zip code
- b. Account category
- c. Total expenditure amount for that account during FY 2003

If you have expenditure or vendor categories that can be used to help broadly classify the type of purchases (e.g., utilities, professional services, food, etc.), please include that information.

## **2.0 Employee Information**

2.1 Please provide an electronic address file – preferably in Excel or ASCII format – showing the number of your institution's employees by their zip code of residence during FY 2003. Please include faculty, staff and those on the payroll, but exclude those who are outsourced workers, independent contractors, or your institution's students (such as teaching assistants or those in a work study program).

### **3.0 Alumni Information**

- 3.1 Please provide an estimate of the total living alumni who received a bachelor's (or associate's) degree from your institution, broken down as follows:

	Living KY Residents	Living Non-KY Residents
Male	_____	_____
Female	_____	_____
Total	_____	_____

- 3.2 Please provide an estimate of the total living alumni who received a graduate degree from your institution, broken down as follows:

	Living KY Residents	Living Non-KY Residents
Male	_____	_____
Female	_____	_____
Total	_____	_____

- 3.3 Please provide the estimated percentage of bachelor's (or associate's) degree recipients of your institution who go on to earn a graduate degree at your institution:

\_\_\_\_\_ %

### **4.0 Visitor Information**

*NOTE:* To help estimate the total impact of institutional-related visitors, this study will utilize a standardized visitor budget per "person-day" based on the type of visit.

*EXAMPLES:* Family of four visits the campus to attend a football game and stays overnight –  
 overnight-visit person-days = (number of persons) x (number of days in town) 4 X 2=8.  
 Student and both parents attend a weekend orientation and do *not* stay overnight –  
 day-visit person-days = (number of persons) x (number of days in town) 3 X 1=3

For the following categories, please provide the estimated number of institution visitor person-days for day-visits and the estimated number of institution visitor person-days for

overnight-visits in FY 2003:

- 4.1 Student, family, and friend visitation (prospective students, parent weekend, freshmen orientation, etc.; graduation/commencement related visits should be reported in 4.2)  
Estimated total person-days for day-visits \_\_\_\_\_  
Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.2 Graduation and related commencement activities:  
Estimated total person-days for day-visits \_\_\_\_\_  
Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.3 Alumni and related event visitation (homecoming, reunions, etc):  
Estimated total person-days for day-visits \_\_\_\_\_  
Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.4 Sporting and athletic event visitation:  
Estimated total person-days for day-visits \_\_\_\_\_  
Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.5 Arts and cultural event visitation:  
Estimated total person-days for day-visits \_\_\_\_\_  
Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.6 Seminars, conferences, and academic-related visitation (professional, scientific, continuing education, etc):  
Estimated total person-days for day-visits \_\_\_\_\_  
Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.7 Other visitation (for purposes such as health care, to see hospital patients, obtain veterinary care for animals, participate in summer camps, or any other reason); please specify the purpose of the visitation:  
Estimated total person-days for day-visits \_\_\_\_\_

Estimated total person-days for overnight-visits \_\_\_\_\_

Purpose of other visits \_\_\_\_\_

## **5.0 Other Information**

- 5.1 Please provide an organizational chart or listing that identifies any and all of your institution's related entities and affiliates (including but not limited to alumni associations, foundations, research corporations, etc).
- 5.2 Please provide copies of your institution's Annual Reports for FY 2001, FY 2002, and FY 2003 (if available).
- 5.3 Please list the most significant contributions your institution feels it makes to the broader community and Commonwealth of Kentucky, other than the delivery of educational services to students. These may be arts and cultural opportunities, the volunteer services of students or of faculty and staff, or research that benefits the public. In other words, in the final report that AIKCU produces from this study, what superlatives would you like cited that capture the broader role your institution serves in society.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
  - i. \_\_\_\_\_
  - j. \_\_\_\_\_
- 5.4 Please provide examples of services and/or facilities offered to the community free of charge by your institution. Examples include free business or family counseling services, research on community issues, concerts or art exhibits, access to libraries and other facilities, adopt a school programs, student or faculty volunteer efforts, etc. Please provide any quantitative measures possible, such as number of concerts or art exhibits offered, number of volunteer hours contributed, number of citizens using the free services, etc.

- 5.5 Please provide summary information about your institution's operating units, related entities and affiliates, or special initiatives that focus on promoting economic development (e.g., business centers, incubators, research corporations). Please provide a brief summary of any "shining examples" of companies or businesses that spun-off out of your institution that are of particular notoriety or importance.
- 5.6 Please report the number of patents issued in each of the following years to your institution (or related entities/affiliates) or to your institution's faculty/staff. Please provide a brief summary of any of these patents that are of particular notoriety or importance.

	Institution or Related Entities	Faculty/Staff
FY 1999	_____	_____
FY 2000	_____	_____
FY 2001	_____	_____
FY 2002	_____	_____
FY 2003	_____	_____





Association of Independent Kentucky Colleges and Universities

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